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ABSTRACT

In 1970 Johnson-O'Malley (JOM) funds were relieved of the necessity of supporting school lunches for Indian children, and were channeled into special project activities. JOM funds were made available for kindergarten programs. In fiscal year 1973, 22 kindergarten units were in operation. The program also included transportation, boarding homes, home-school coordinators, nurse coordinators, cultural enrichment programs, Indian language programs, consultation service, study centers, writing projects, summer programs, special teachers, and workshops for teacher aides of Indian children. Also in fiscal year 1973, 28 Johnson-O'Malley Advisory Committees were formed to involve Indian people at the school level in planning and selection of projects for JOM funds. JOM programs were funded on the Blackfeet, Crow, Flathead, Fort Belknap, Fort Peck, Northern Cheyenne, and Rocky Boy Indian Reservations. JOM projects were also funded at Eastern Montana College and the University of Montana. This report presents the school reports of JOM funded projects, the JOM annual financial report, the JOM administrative budget, a summary of allocations, and an enrollment and financial report. Tabular data pertain to JOM allocations and numbers of eligible Indian students for fiscal years 1948-1973; JOM allocations by reservations; Indian students having any degree Indian blood enrolled in public and private schools from 1960 to 1973; Indian student dropouts by public school and reservation during 1972-73; and Indian students graduating from high schools on or adjacent to Indian reservations. (NQ)

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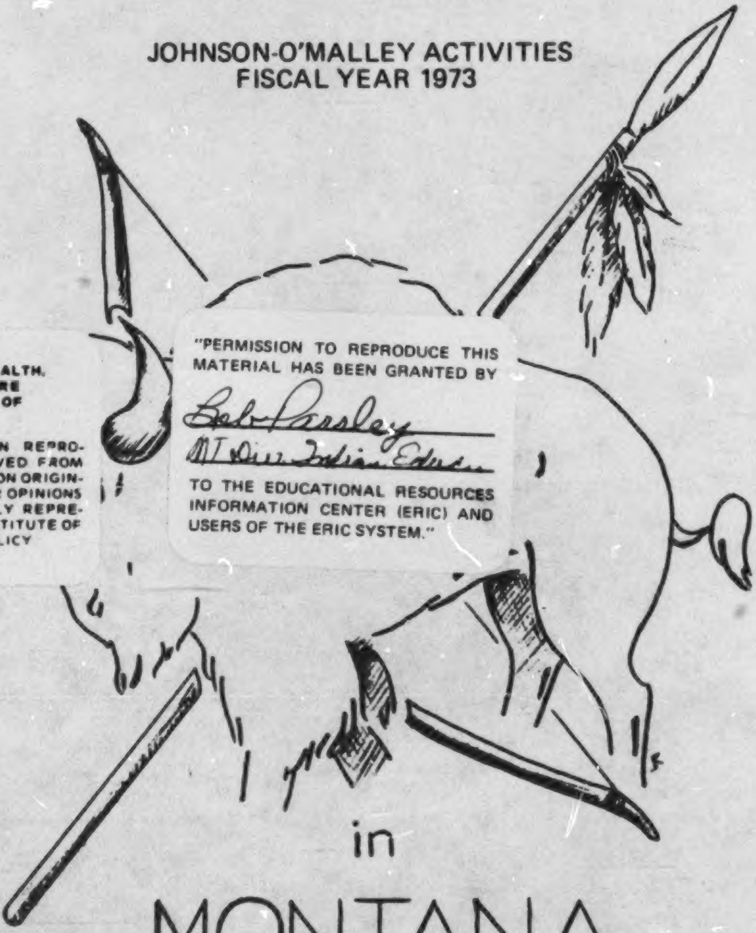
ANNUAL REPORT of INDIAN EDUCATION

JOHNSON-O'MALLEY ACTIVITIES
FISCAL YEAR 1973



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History of Johnson-O'Malley Program

Montana

Montana became involved in the Johnson-O'Malley program soon after inception of the Act in 1934. The early contracts were between the local Indian Agency Office and the local school districts. In fiscal year 1946 the Office of the State Superintendent of Public Instruction began to contract annually with the United States Department of Interior, Bureau of Indian Affairs, to provide educational services to Montana Indians. In 1972-1973 the contract was for $1,060,000 which included 37 school districts and 7,613 school children.

In 1964 the Johnson-O'Malley funds had been reduced to $36,000 and the primary objective was to provide free or reduced price lunches for Indian children. With the impact resulting from Public Law 874, assistance through Johnson-O'Malley funds showed a marked decrease from 1958 through 1969 and Montana school administrators accepted avoiding duplicate funding where Public Law 874 was heavily involved.

For fiscal year 1968 a revised and updated Johnson-O'Malley State Plan for Montana was completed and became a part of the contract beginning with the 1969 fiscal year. Nearly the entire funding of the program has, in the recent past, been utilized to provide lunches for eligible Indian children in public schools on the reservations in Montana. The budget and programming aspects were limited in scope. The funds available to the program were allotted to schools by the State Superintendent's Office and used to pay a portion of the total cost of the lunches furnished Indian children. Funds available were insufficient to meet the full costs.

In fiscal year 1970, Montana Johnson-O'Malley funds were relieved of the necessity of supporting school lunches for Indian children, and were channeled into special project activities. Department of Agriculture school lunch funds became available in larger amounts to make that transition possible. At this point Montana shifted away from Johnson-O'Malley lunch financing and with the granting of more funds, projects for special program activities received an impetus that has grown each year. Presently project applications exceed the funds available. In January, 1970 funds became available for kindergarten programs; in fiscal year 1973, twenty-two kindergarten units were in operation.

The program now includes transportation, boarding homes, home-school coordinators, nurse coordinators, cultural enrichment programs, consultation service, study centers, writing projects, summer programs, special teachers, and workshops for teacher aides of Indian children.

In fiscal year 1973, twenty-eight Johnson-O'Malley Advisory Committees have been formed to involve Indian people at the school level in planning and selection of projects for Johnson-O'Malley funds. This effort has still not produced the extensive involvement desirable, but it is steadily increasing.

In Montana there are seven Indian reservations, each with its own tribal government organization. The Montana tribes have enrolled membership totaling approximately 26,467 of whom about 22,667 still live on reservations.

Montana has 2,240 non-enrolled Indians residing on reservations and 7,950 non-enrolled Indians residing off reservations.

TABLE I

MONTANA JOHNSON-O'MALLEY ACT ALLOCATIONS AND NUMBERS OF ELIGIBLE INDIAN STUDENT PARTICIPANTS FOR FISCAL YEARS 1948-1973

Fiscal Years	Allocations	Numbers of Eligible Participants
1948	$ 176,944	2,720
1949	176,944	2,906
1950	288,188	3,139
1951	389,081	2,947
1952	389,082	3,058
1953	374,528	3,107
1954	292,794	3,046
1955	608,190	3,190
1956	400,800	3,472
1957	460,702	3,737
1958	497,000	3,546
1959	266,260	3,509
1960	100,000	1,574
1961	118,187	3,103
1962	72,364	2,377
1963	133,769	2,197
1964	36,016	2,210
1965	64,058	2,175
1966	87,405	2,018
1967	116,929	2,204
1968	127,045	2,300
1969	179,914	3,191
1970	577,987	4,287
1971	722,000	5,418
1972	909,250	6,094
1973	1,080,000	7,613

SCHOOL REPORTS OF JOHNSON-O'MALLEY ACT FUNDED PROJECTS

Johnson-O'Malley Act Funded Special Projects

Blackfeet Indian Reservation

Browning

Summer Program for G.E.D. and Youth Home Students

One part of the program involved sutdents who had dropped out of school and were referred through the welfare, as needing help with their studies for the G.E.D. or high school courses. Reasons for dropouts were either lack of motivation, pregnancy or family problems. The I P I math series was used at the beginning to review and teach areas missed during past schooling. The other subject areas were done on an individualized basis until halfway through the program. Then the girls were able to work as a group reviewing past G.E.D. exams from the workbooks and general high school subjects. Also included in the program were many discussionals about child rearing, since all have children. At the completion of 11 weeks the girls took their exams with the G.E.D. examiner. Further plans for studies and future employment were discussed and set up with appropriate agencies. Students involved with this program are Alma Little, Pauline MacDonald, Donna Schildt and Carol Hendricks.

The program at the Youth Home involved students from the fifth grade level through high school. These students were seen on an individual basis, since their motivation and frustration level was very low. Each was able to complete the year of school work they had missed because of dropping out and truancy. I feel these students will need individual help next fall along with regular school work. There are individual reports on each in their school records. Because of the extremely difficult home environment, these students were placed at the home. One of the students has already found a part-time summer job and another became a N.Y.C. worker. These students are placed in the home by the juvenile court and often change residences when not there, so they are difficult to keep track of. All of them needed counseling and remedial work at first and will continue to need individual attention. Dr. Wasescha with Public Health, Mary McCourt with County Welfare, and the Free School were of great assistance with these students.

Anne Wasescha

Summer Recreation Program

This years summer program was a success in that we accomplished a lot of valuable things with the money available.

Hired help included: Carol Kipp, Girls Administrator at $175.00 per week; J. R. Clark, Boys Baseball Administrator at $175.00 per week; Vicki Connelly, Aide, at $100.00 per week; Ray Corff, Aide, at $100.00 per week. Russel Panonnoni worked as director in the Babb area which was to include St. Mary's and Babb.

The aides helped in various areas and were paid for an eight week period. Summary of aide work, baseball assistant, girl's assistant, gym activity director, etc. will be forthcoming.

The distribution of funds and activities included in the funding were: One trip to Missoula for the Junior Olympics. This included one overnight trip with 17 young boys, ages 11-16 years. This is the first time anyone has done this and it was the first time some of these young men have ever been out of Browning. The total trip cost $400.00. We stayed overnight at the Bel Aire Motel. The trip also included five good meals. We returned the same day of the meet.

While this meet was going on for the boys, the girls meet was in progress in Kalispell. We sent five girls to this and the cost was $50.00 for meals only. Although nobody placed very high, it was a valuable experience for these young girls and boys to compete in something like this.

On July 24th, I made a trip to Billings, Montana with 13 boys and enrolled them in a basketball camp. The camp was run at Rocky Mountain College and it ran for one week. The price was $90.00 per individual and included room and board, swimming and basketball facilities. The boys were graded on a point basis and I might add, several coaches commented on the behavior and talent of the Browning boys. We had some financial help from the parents which rounded out the money situation.

Concerning the gym activity, Harold Horn and I experimented by having scheduled activities in the gym for the benefit of the younger boys and girls and the older boys and men. We had to drop the program due to lack of participation. Miss Kipp ran a girls' program all summer, but with a very poor turnout.

We tried to equal out the money for boys and girls. In order to have equal opportunity, we used the available funding to send six girls to a cheerleading clinic. Our cost was $300.00. The clinic was held in Billings, and the six girls that participated brought home the #1 Spirit Award.

Equipment bought and used for the various baseball programs was inventoried and will be returned at the summers end. J. R. Clark will have his report in on the organized hardball leagues, Little League and Babe Ruth.

The girls league consisted of four teams and one team which represented Browning in tournament and out of town play.

I went to Uke's Sports and purchased 5 bats, 13 hats, and a medicine kit for the swimming pool. This was for the City League team which represented Browning and Glacier County at the State Softball tournament, another first for Browning.

The work I did on my own was to repair and keep all recreation areas clean and playable and repair baskets and courts when they were abused. I also took a personal challenge in getting an outdoor basketball court for the Last Star Housing Project. With my Aide, Harold Horn, we erected the baskets and the children at Last Star finally had a good court.

For doing things like this, I received many letters from concerned people congratulating me on my accomplishments in helping the youth of Browning.

The C.A.P. Program aided in the swimming pool work and were left in charge of this work. C.A.P. also worked on the Arts and Crafts aspect of the program.

I contacted a dude ranch outside of Choteau, Montana. I felt that we should have qualified personnel handling the kids, so they agreed to take 16 kids, 8 per trip, on a four day camping and pack trip into the wilderness. We then had 25 children, both boys and girls, stay at the ranch for three days, using the facilities there.

Overall, the program was a success. We had over 200 kids participating in different areas throughout the summer. We have a good start for a fine recreation program, if we can keep the same personnel for a period of time. This way the program can be set up under one idea instead of having it changed each summer. My staff and I have many good ideas for next year.

Don Wetzel

Summer Recreation Program

A 1973 summer recreation program was set up for interested persons. There were three age groups which included high school, women, and midget divisions. Volleyball, softball and basketball were the main sports offered.

Overall, the recreation program had a moderate turnout of interested persons.

The program ran concurrently with the men and boys' recreation, with time slots set up at four times per week. The Browning High School gymnasium and the Government Square baseball field were the only two facilities available for the summer.

In the high school division, a total of twenty girls had started the program. The women had thirty interested persons. The schedule set for the midget group had to be dropped because of lack of interested girls.

Swimming was tentatively set up, but with the C.A.P. pool schedule it was decided that it, in itself, was in accord with our program.

In summation, I feel that the summer recreation program, though not in great involvement, was a civic recreational asset.

Carol Kipp

J.O.M. Summer Program

The summer program for high school students was designed to give students the opportunity to make up credits in required subjects. Approximately fifty students indicated that they would be interested in such a program when it was first proposed. There were, and still are, many students who could have benefited from a makeup program.

Unfortunately, however, very few students actually took advantage of the opportunity presented. During the first week of registration and classes, less than twenty students signed up. In the following weeks, many of those who had signed up failed to appear for classes. In my own classes, only four students finished the full course.

In my opinion, the summer program was basically a good program, but the students' lack of participation caused the program to be a near-failure. In other words, there were too few students to justify the expense. In the future, if summer programs for high school students are to be considered, some method will have to be divised for obtaining better student attendance.

John C. Caddell

J. O. M. Summer Program

To the three students who successfully completed their course of study, I suppose the summer program was a great thing. The idea of offering make-up work for high school students in the summer, appears on the surface at least to be a good one, but I am not sure a program can be justified for so few students.

James R. Karr

Summer Education Program

The primary purpose of the program was to benefit those students who were deficient in credit of a required course, (i.e.) science, English, math or social studies.

The secondary purpose was to benefit those students who wanted to reinforce their background in one of the academic fields.

The program was designed so that each student would receive instruction on an individual basis in order to meet the student's needs.

My primary concern with the help of a student teacher, was in the field of history and government. I used such methods as lectures, discussions and selected readings, reinforced with the use of filmstrips, textbooks and field trips. I believe that the few students that did participate in the program did show an improvement in their understanding of basic concepts in history and government. But is is my opinion that the student participation in the program does not justify the cost of the program; therefore, it is my recommendation that his program not be continued in the future unless there can be a guarantee of greater student participation.

Thomas David DesRosier

Home-School Coordinator Program

During the year, 167 homes were contacted to inform parents their children were failing in one or more subjects. The biggest reason for students failing is chronic absenteeism.

There were 70 contacts made with dropouts to find the cause and, if we could, talk these children into returning to school. Of these 70 students, 14 were seniors, 14 were juniors, 18 were sophomores, and 24 were freshmen. After talking with these students, it was found that three joined the armed forces, five were married, nine were pregnant, and the other 63 had home problems or uninterested parents.

About 150 calls are received by the coordinator at school and at home, during the evenings and weekends. Also, mothers come to my home in the evenings to discuss their children's school problems with me.

Some of the community resources contacted are: Welfare, P. H. S. Hospital, W.I.N. Program, Tribal Office, C.A.P. Office, churches and service clubs.

Approximately 150 homes were contacted by letter regarding attendance and about 80 home visits were made to chronic offenders. The Indian parents do not force their children to go to school, as this stems from the fact that the parents were taken from their home and forced to attend school. The coordinator has to try and make them understand how important it is for their children to have an education in this day and age. The parents have to be convinced time and again how important an education really is.

The coordinator contacted 35 parents concerning the speech and hearing program. They were informed of the program and told why the consent forms had to be signed for the testing.

Rita Bremner

Kindergarten

During the 1972-73 school year, the Johnson O'Malley Kindergarten has employed one full-time teacher and one full-time aide to serve a total of thirty-six students. Two of these students were transferred during the year, leaving an enrollment of thirty-four. Of the total enrollment, only one child was not considered Johnson-O'Malley eligible.

Classes were held in a part of the Blackfeet Tribal Center known as the "round hall." The facility was more than adequate. The building is quite large, thus providing a spacious play area as well as a place for much needed privacy. The tribal center is located approximately one-fourth mile from the school complex, and nearer to the students served. Because of the location, the Johnson O'Malley kindergarten is somewhat disassociated with the school and many children who would not attend a regular kindergarten will attend here.

The Johnson O'Malley kindergarten has helped to relieve the load on the two, already overcrowded, kindergartens provided by the school district. It has also helped to set a standard of performance for the other kindergartens because of the fine equipment and facilities provided. The Johnson O'Malley kindergarten has reduced the number of children who must enter a pre-first grade, as well as the number who spend two years in grade one.

We have tried to provide an easier transition from community to school, not only with a standard readiness program, but with many general experiences and language development. The Johnson O'Malley kindergarten staff has made every effort to involve the parents of the children in the program with regular parent-teacher conferences and by encouraging them to "drop-in" anytime to observe and discuss their child's progress or just for a cup of coffee.

During the school year our children were involved for a short time in a Blackfeet Cultural Program with the Browning High Schoo. High school students came in for a short time each day to tell Indian legends, do traditional dances and teach the children, who were not familiar with it, a few words of the Blackfeet language. This experience was received very favorably by the children. Unfortunately, the program was shortlived. I would suggest that for the coming year, that the Johnson O'Malley kindergarten make every effort to again provide this type of program for the children, possibly funds would be available to contract local persons to perform these services. I also recommend that every endeavor is made to obtain the same building for next year's classes.

Mary Margaret Johnson

Indian History

During the school year we have approximately 100 students in the program. Upon entering school I give a comprehensive pre-test to determine which areas the students are weak in and plan the course to fit their needs. I have found that it is surprising the number of Blackfeet Indian students who know nothing of their cultural and historical ancestry. This course which is entitled "The Blackfeet: Pride of the Plains," not only gives them this knowledge of their background, but also gives them the feeling that the Blackfeet people were not always looked down upon, but in reality were the Lords of the Plains and ruled a large portion of it. This knowledge gives the students an opportunity to hold their heads high and strive to overcome the handicaps forced upon them by the new way of life. After the extermination of the buffalo and the dismemberment from their old way of life.

By the time we have completed the course everyone is fully informed on the subject, even to the point of teaching their smaller brothers and sisters and parents in the home. (I have had students report this to me so I know it is an on-going program even beyond the scope of the classroom.) We have many students who complete this course in high school, who go on to college and enter an Indian studies program there, who might never have gone. All the students are very interested in Indian history culture and strive to attain good grades, which is something to say in itself for this is something they are succeeding at.

Jerald Rosenberger

J.O.M. Kindergarten at Starr School

The J.O.M. kindergarten at Starr School has provided a learning experience for thirteen five year old children in the kindergarten and eleven four year old children in the pre-kindergarten. Breakfast and lunch were provided for those attending the morning session and a snack was provided for those attending the afternoon session. The program employed one teacher and one teacher aide. The school is now housed in a building well suited for the children.

Through the year's activities, the program has worked to develop skills and understandings needed for success in school. The program stressed activities to develop language skills, those involving reception and understanding and those involving production and expression. The program also included activities to develop sensory awareness and perceptual skills and activities to develop concepts necessary for later learning including basic math and organizational concepts. Various units introduced science, health and social ideas. Physical activities helped to develop the body and mind-body coordination. Music, art and dramatic activities encouraged self-understanding and expression. The language development program was extended into a linguistic approach to reading readiness which was supplemented by Pro-Reading Level One, the readiness level of the phonics approach used in this school. The many play, work and creative activities helped to foster growth in social relationships.

The program has attempted to help each child to develop a positive self-image, a good feeling about his family and community, an awareness of and pride in the Indian way of life and a positive attitude toward school.

To help achieve these goals a bicultural program has been started. Indian artifacts were brought into the classroom. Costumes were made for children. The children participated in Indian dancing. Some persons from the community came in to the classroom to answer questions and to tell stories. Many art projects used Indian subjects or techniques. The lunch program regularly included traditional Indian foods; the children participated in the preparation of some of these foods. One of the most successful projects was a Christmas play with an Indian theme written by the J.O.M. aide for the kindergarten. The play grew to include the rest of the school. When the school was invited to perform at the Kyi-Yo Indian Conference, the entire community became involved in raising money for the trip and in accompanying the children to Missoula. It is hoped that the bicultural aspect of the school program can be developed and expanded. It seems to be a very effective way of bringing the school and community together.

Also this year, a more open and individualized approach to learning was introduced. The use of learning centers in a structured environment seems to have encouraged independence in exploration and learning and helped to solve some of the problems caused by the poor attendance of some of the children. The self-directed activities and individual instruction permitted those who attended regularly to move ahead at a steady pace, unhampered by the slower progress of those who missed school frequently. And yet those who did have frequent absences were able to move forward at their own pace and experience success on their own level.

A need for additional and more varied learning materials was felt in the bicultural program and in the open, activity oriented approach to learning. Many materials were made and some new items have been ordered for next year. When these things are received, the problem should be alleviated.

The children were not involved in any testing program this year, so it is not possible to give specific data on the success of the program. However, it has been observed that those children with regular attendance have achieved more in basic skills, in reading readiness and in number readiness than those with frequent absences. The regular attenders also show more interest in reading and number activities, show more initiative in play and work activities and are better able to follow directions and work on their own without excessive teacher guidance. This may suggest that the open approach has been helpful in achieving the goals of the program. The experience gained in the successes and failures of this year's activities should lead to a better program next year.

Linda Espeseth

Blackfeet Indian Language

With many of the old Indians dying and fewer people speaking the Blackfeet language, it has been feared that the Blackfeet culture is dying. The fact is that today less than 3% of the Blackfeet speak their native tongue.

We feel that the Blackfeet Indian language program at Browning High School is doing something to preserve the culture and language of the Blackfeet. This year there are five classes of the language being taught in the high school by Ms. Elizabeth Lewis (a Blackfeet Indian) and each class has twenty students. About ten of these students who had learned the language previously are helping to expand the program by teaching a class or more a day in the elementary schools in Browning.

This year for the first time, a textbook was written for teaching the language. We are presently working on a better and much more complete text so that we may better teach the language and culture and encourage pride and understanding of the Blackfeet heritage. This text will be in use in our schools next fall.

A worksheet was given to the students at the beginning of the year, and none of the one hundred students could do the work. By the end of the semester, over 80% of the students were achieving a "C" grade or better, both in speaking and writing the language.

Presently, along with our text and worksheets, we are using tapes we have made for oral practice. We took an educational trip to a neighboring reservation to observe its schools and industries. This trip was enjoyed by all the students (forty-five) who went with us to the Blood Reserve in Canada. We are also using movies filmed locally, as well as those of other tribes, to contrast and compare the cultures of Indians in different localities. Many of these films have been loaned to us by the Museum of the Plains Indians.

Many parents and grandparents of our students have complimented us that they are conversing in Indian with their sons and daughters, which was not possible before. We sincerely feel that our program is very successful, and that next year, with more students registering for Indian Language classes and for helping each in the elementary schools that we will greatly improve its effectiveness.

East Glacier

All programs were highly successful. The J.O.M. funded aide is indespensable. The science program is also indespensable.

Heart Butte

Kindergarten

$15,593.82 was used in a single unit kindergarten to hire one teacher, one aide and partial salary for three cooks. There were 26 Indian children enrolled in kindergarten. Comments from teachers, aides and community people have been favorable.

Research and Planning

$19,560.00 was used to contract services with the U. of M. Division of Research and Services, with a staff of about six. There was excellent progress in developing individualized reading and math programs. Student enrollment involved K-8 with a total of 211. The Division provided much inservice training and other assistance to the school.

Supplemental Assistance to Upgrade Education

$813.00 was used to buy books and supplies for the purpose of updating our instructional materials and maintaining our accreditation. The total Indian enrollment of 211 was involved.

Cultural Enrichment

Most of this money was used for cooking, sewing and craft classes. Some Indian culture materials were purchased.

Field Trips

$2,500.00 was used by every class, 211 Indian students for spring field trips ranging from local points of interest to Seattle, Disneyland and the northwest part of the state. Local Indian people assisted the teacher in chaperoning these trips. Three local bus drivers were hired to drive the school buses.

Teacher Aides

$9,450.00 and $8,000.00 were used to pay all or part of the nine teachers' aides. All aides were local Indian people. The aides assisted the teachers in all classrooms (about 211 Indian students involved). The program is the most important J.O.M. project.

Science Material

$1,500.00 will be used to buy materials to implement a science program for grades K-6 with the assistance of Mr. Alan D. Nicholson, State Math and Science Supervisor. Teachers commented that the program was of value. 150 Indian students are enrolled in K-6.

J.O.M. Committee and Indian Education Conference

$1,000.00 and $195.00 was used to send 20 members of the J.O.M. committee, school board candidates and teacher aides to the Billings Indian Education Conference last fall and the spring Indian Education Conference in Helena. Many committee members have commented that attending the conference was an excellent experience.

Activity Bus

$4,368.00 was used to hire a bus driver and pay car or bus expenses (depending on the number of students each night) to transport high school students from Heart Butte to Valier High School activities. Comments have been very favorable. About 12 students benefitted.

J.O.M.

The J.O.M. fund has helped to improve the school greatly. The kindergarten program and the aides were greatly needed at the school years ago, but the funds were not available.

The J.O.M. activity bus has enabled the high school students to participate in all activities in Valier and the students have been in attendance at most of these activities.

Sue Grant

This program is very essential to Heart Butte. We need to involve as many local people as possible, especially at the kindergarten and primary levels. Since the kindergarten and lower grade children are under our supervision more hours per day, the aides are indispensable here. These grades will require extra aides if we are to develop the ungraded individualized approach. However, I feel that we could use these local people more effectively if they remained at least a year, and could be scheduled.

Cora Simmons

I think this is also a good program as far as the aides are concerned. By taking over jobs such as paper correcting, doing bulletin boards, etc., they enable the teacher to spend more time with the students. The aide in my room has also been a great help with small reading groups and in helping the children individually in their other work.

Field trips can be of great educational value. Many of the children here have never gone far from Heart Butte. Field trips provide them with the opportunity to observe how things are operated in bigger towns and cities, such as dairies, airports, etc. I think that all the children who went on trips this year learned from them. We should continue to have them during the coming year.

Deanna Brown

Funds from this source have allowed our school children to take field trips this year which greatly enriched their background. In our isolated community, many of our children do not get off the reservation or out of Heart Butte very often, in some cases never while they are growing up and in grade school.

We are trying to individualize our reading and math program here at Heart Butte. We need teacher aides in our classrooms to do this very efficiently. The J.O.M. funds have been a great answer for providing us with funds for these teacher aides that are greatly needed.

The teacher aides are Indian, just like the children at our school, and they can readily relate to each other. Perhaps this will inspire the children to keep going to school instead of becoming dropouts.

June Tatsey

The teacher aides furnished through this fund have changed the entire educational atmosphere at Heart Butte. Not only are the aides beneficial to the teacher but they create an inspiration for the students. The students readily identify with the aides as they are relatives and neighbors of many of the children.

The funds furnished for field trips are well spent, as this trip is for many of the students, the only trip they get to take out of an isolated area. The activity bus gets students to activities they would otherwise miss and thus makes a fuller participant of the student. These activities are not readily measurable, but over a period of time change the entire personality of the community.

Harold C. Hobbick

The assistance of a classroom aide is extremely helpful and worthwhile. The aides are extremely vital in a situation with so many encountered in a reservation school.

One of the prime social problems in this community, for people of all ages, is the inability to cope with the mainstream of American society. This is due largely to the extreme isolation here, which offers little experience in relating to non-reservation life. Because of this situation, the field trips are probably the most valid educationally oriented thought that we can do at this school.

Cooking and sewing classes--The greatest problem this year in this area is that the program was too small. This program should be expanded next year.

Ward Miller

The tutors in the school who are funded by the J.O.M. fund are a very essential part of our classrooms. An excellent example is the tutor in the special education room. Her competency has been shown through her ability to handle the classroom without a teacher present. She relates easily with the students and is a very pleasant person to work with. She is definitely an asset in the classroom.

Barbara Emel

I feel that the J.O.M. funds have been a great help to the students of Heart Butte in several ways. J.O.M. funds have been used to send adult members of the Heart Butte community awareness in problems in Indian education, advances in Indian education and ways to help the Heart Butte school.

Without J.O.M. funds our high school students would be unable to take part in sports and other school activities at their high school because of lack of transportation that the J.O.M. activities have supplied.

The students have also benefitted from J.O.M. funds in being able to take field trips throughout the state. The field trips have been of exceptional educational value to the Heart Butte students due to their being so isolated.

My 7th and 8th grade students have been able to take part in cooking and sewing classes because of the J.O.M. funds. The eighth grade girls made the graduation dresses as a J.O.M. project.

Robert L. Spratt

The money received from J.O.M. performs a useful function. Without it our school program would be without field trips and classroom aides.

Bill Rainey

Valier

Overall Evaluation

Working as a Johnson O'Malley aide, I felt was very worthwhile and quite an experience.

The students I worked with in the high school were new here. They had never attended a white school before, so of course we had to make a lot of allowances. They were all pretty scared when they first came, not knowing if being an Indian would make any difference. They soon learned that the teachers and students were there ready to lend a hand if needed. I felt this helped them the most. Except for a couple they all made good adjustments. They all made a lot of friends and the majority of them did improve in school work.

I never forced the students to do their work. We had an understanding if there was something bothering them in school or at home we could sit down and talk about it, trying to solve the problems together. They were always free to come and get me or join in with another class that I was having.

I enjoyed working with the students and I must admit I learned a great deal from them.

As far as Johnson O'Malley itself, I feel this is a very worthwhile program for the Indian children. It gives them opportunities I feel otherwise they would never have. I would visit the parents and homes of the students we worked with. They all had nice homes. Some were a little better than others, but still there were no disasters. The majority of the parents were willing to help their children adjust to the school and help with their school assignments.

We held Johnson O'Malley meetings the second Thursday of every month. Parents and teachers would get together and this is where a lot of problems would be solved.

I also feel that this is a program that should be carried on.

A few of the students made better progress than the rest, but I feel the reason for this was that a few missed a lot of school due to deaths in the families or illness, but I think next year will be a lot different. The students we had this year will know what to expect and they will help the new students.

I am hoping next year there will be enough Johnson O'Malley funds that in the spring of the year the students will be able to go on a field trip, etc.

All in all, I found it exciting, a challenge, worthwhile and a very meaningful job.

Marie Adamson

Generally, with the high school students, it seems to work out best to work in small groups of one or two. I would estimate that about one-half of the students benefit from tutoring, the rest strangely resist using their time for studying which can't be helped.

Most of the students are not taking the time to read their assignments thoroughly. In some cases the students should outline all their assignments in order to raise grades. The program should not encourage the student to sit back and let the tutor look up all the answers for the student, but the tutor should make sure the student digs out the answers for himself. In many instances the tutor need only get the student in a quiet room and simply make sure the student reads what is assigned. Although this is boring for the adult and the tendency is to "get the assignment done," by taking over the book or workbook, it is leading the student to depend upon the adult to do his homework for him or her.

I think the tutoring program has helped a good percentage of the Indian students in a number of ways. One is establishing good study habits, instead of wasting study halls. Some are using that time as it was intended to accomplish what couldn't be done in class.

I also think the program is beneficial in that students know they can get help when they need it.

My criticism of the program is that it may lead to over dependence on the tutor. (The Indian students would only do their work when the tutor pressured them into doing so.)

In addition, I feel the central objective should be to raise the particular student's grade. All children have problems and complaints about school, and the tutor should guard against letting the student gossip and gripe during the study sessions, and above all don't side with the student against the teachers or administration. The Indian student must learn he is required to do the same job as the rest of the class must do, as well as receive the same treatment.

Mr. Linn

The home-school coordinator should be understanding of problems and of the heritage of Indian children and be able to relate well with parents, school personnel, aides and students.

If a qualified home-school coordinator is not employed, certain times might be allotted for individual students to discuss problems or receive needed reassurance from elementary aides.

During the first half year too much time and money was used in traveling. Both time and funds should be used for the children.

The last program enabled students to be helped in their daily classwork. Math answer books (teachers education) for aides were helpful. Teachers edition of reading and social studies (workbooks) would be helpful also.

I would endeavor, if funds were available, to employ a qualified home-school coordinator, who would also serve as guidance counselor for students and do most of the traveling (here choice of time, etc.). The aides would work during school hours under direction of classroom teachers, who would keep in contact with the coordinator. If a coordinator is not employed, aides should be instructed by Johnson O'Malley committee members as to duties, privileges for children, parties, etc.

Mrs. Johnson

The program has come to an end for this year and I will miss my work. I really enjoyed every moment of it.

When we went to work last September we tried to pick up where we left off the previous month of May. There were only two aides and just one familiar with the first system. It would have been good if there had been a teacher-coordinator to guide the program. The social part of our work was enjoyable for the Indian children, their chance to be tutored and taken for treats. Treats were not intended to be rewards, just to take them to a restaurant to teach behavior habits and maybe to have a cone or candy, because of their country living and not having many trips to town.

The aides were confined to aiding first through fifth grades because of their capacity for helping the younger students. It would take a teacher trained for junior and high school students to really give tutoring and to know what they were helping with. In late October another aide was hired and she was able to help the older children. She was young enough to relate to the children and just out of high school a year and know the subject matter being used to tutor.

In November a teacher was hired. It would have been ideal if he would have moved to the Badger-Fisher school quarters and had operated the program from that location, with his total guidance. He told the two aides to carry on as before his arrival, but the need for guidance was lacking. In the beginning of the program the schedules were set up by the teachers and certain students were given to the aide to work with. The aide is supposed to be just that, an aide to a teacher. The teacher finds out just what areas the children need their help with by communicating with their teacher and parents. We did a certain amount of this and I do feel we helped a majority of the children. I devoted a lot of effort on the fifth grade Indian students and I feel they got a good start this year and didn't fall back the whole year.

We tried to remember the students on special occasions like birthdays, by gift or party, and we know it gave them happiness to be remembered. At Christmas we had a big community party for all members of the program. This party was shared with the Badger-Fisher and Grandview communities. A potluck dinner was held where each family brought a dish of goodies to share. There were about 90 adults and children there, and it was a social success. Santa arrived and gave gifts to the Indian children and the Grandview club bought gifts for the non-Indian children. I can say that the children were very happy being remembered by Santa (Johnson O'Malley). The gifts were planned to be constructive to their play. An amount of criticism was heard by Valier store people that gifts were bought, their tax money spent on Indian children. They did not realize that farm subsidy money spent in Valier was also tax money from everyone's salaries, including Indians that pay taxes too. Anyway, that stopped all socializing for the program.

The weather got pretty rough in December. So severely cold some days that the aides hesitated to operate their pickup and delivery of students because of country travel after school hours, not many days were missed.

With funds running short and with careful planning, the program was changed in January by class aiding and no after school traveling. The two aides in grade school worked about 3½ hours, five days a week. The teacher and other aide in junior and high school worked the full day. The aide was funded by O.E.O. some of the time. This enabled the aides to work out the rest of the school year and we were very grateful for this.

Speaking for myself, I really enjoyed the in-class aide. I worked in first, third and fifth grades and it was rewarding work, adorable children to aide. We were given children to work with by their teacher to help upgrade them in subjects that they hurt in. In first grade I aided the teacher with two Indian children that were slow learning. One of these students came through overwhelmingly to catch up to the other students. In the third grade I didn't have one student that was Indian to aide, but did work with slow students in math by aiding with flash cards and drilling in problems in math. They were so very cooperative.

In fifth grade I helped Indian and non-Indian children in every area of study. It wasn't the four Indian children that needed help, except for one child who missed quite a bit of school because of illness--a smart student but would fall behind because of missing school. I was sent out to work with her and it was a pleasure to see her effort. If an Indian student told the teacher she needed help, she was given to me to aid.

All in all I have enjoyed my work, a rewarding job.

I do hope funding will increase to allow field trips for the Indian children. And I still contend they need worldly experiences of travel to larger towns for experience, pleasure and behavior habits--helps them to mingle and helps their shyness and hesitancy to public doings. There are some children from large families and country living that never get to experience these things. It was a nice part of the program, in the beginning of it, that allowed the children materials to make clothing and crafts. They are so very artistic.

Laura M. Harwood

Crow Indian Reservation

Hardin

Readiness Room

The readiness room is made up of six-year olds too immature for the traditional first grade classroom. These children are tested thoroughly before being placed in the readiness room; they are observed carefully during the first two weeks to make sure they belong in the readiness room, and sometimes they are placed in other classrooms to see how they fit or to doublecheck. It should be emphasized that being "immature" is not in any way the same as being "dumb." In fact, there is plenty of evidence that being a little immature to start with is, in the end, the best way to start. A kid should be a kid while he is a kid!

These children like to run and play. They are not ready to sit down in little quiet rows and hold a pencil. No one knows why they are not ready, but the facts are they would feel punished if they were made to sit in quiet rows. Observations, tests and studies have shown that these children will do better in the traditional classroom if simply given another year to grow up. Again, we are not sure why, but soon these children do begin to sit quietly in rows, and because they want to, not because a teacher makes them! Perhaps they become bored with playing around all the time, or perhaps they feel an intellectual challenge calling them from somewhere.

The number of children in the readiness room has to be small in number. They need room to swing around without getting hurt! More importantly, the teacher needs to get acquainted with each child on an individual level. These kids are not ready to work in groups on some project in a corner. They each want the full attention of the teacher. They each demand time to talk to the teacher. And by talking to the teacher, individually, they pick up most of their English, another thing they need. Since each of the children is immature in a different way, nearly all the instruction is individualized in the readiness room.

If these children were placed in the regular first grade, they would not understand what was going on. They would be asked to do things they did not understand and did not want to do yet. In the end they would be confused, then fail. In the following year they would be forced to repeat the same confusion all over! But readiness students learn what they are capable of learning. They are not just playing; they are learning through play how to talk English and how to think so that eventually they will see that paper can be fun to play with in more ways than merely making airplanes; it can be fun in an intellectual way. The readiness room allows immature six-year olds to experience success from the very beginning of the school career. When readiness students do get into the traditional classroom, many of them become top students. What better thing could happen to an immature, rambunctious kid?

Kindergarten Program

The nine month long kindergarten program at Crow Agency this year has benefitted five and six year old children in many ways. The children have had a chance to become accustomed to a school routine and organized activities. The development of curiosity and initiative, as well as eye-hand coordination and fine muscle control, has been encouraged and assisted through many different manipulative media such as clay, cutting, pasting, crayons, paints, blocks, puzzles and musical instruments. Free play periods, outings and supervised use of school playground provided opportunities for large muscle development and social growth.

There has been a daily time for language development in English, which is particularly important for the many children in the group who speak Crow as their native language. Equally important has been the presence of Crow speaking teaching staff who could and did relate to the children in their native tongue and helped them to rephrase into English ideas, which they could express better in Crow. This assured each child of a chance to be understood and to know what was being said at all times, a very important factor in the development of positive self concepts.

The academic program has familiarized the children with the letters of the alphabet and with numerals and number values up to ten as well as days of the week, and selected stories, poems, and songs from children's literature.

In the kindergarten setting the youngsters have been provided with an opportunity to grow and develop, to come to know themselves and each other, to function in a group and to begin their school work with short periods of sit-down, paper-oriented activities geared to their level. It was our experience last year, that youngsters with kindergarten experience behind them, were far more ready to tackle first grade learning tasks than previous groups of six year old Crow children had been.

Creative Art and Drama Program

This program aides the child in developing his creative abilities and his ability to communicate better both verbally and non-verbally. Through participating successfully in the art and speech activities the students develop confidence in themselves and have an overall better self-image. We strive to see that every child is successful in some areas, and because of this and their involvement in all projects the school's holding power is increased.

There are activities that help to improve the students social stability, and they learn to work out projects within their own peer groups.

Pride in themselves and developing more responsible attitudes toward themselves and society is encouraged in this program.

The activities provided for the learner help him/her to draw from his/her own resources to become more self-sufficient and to relate better to his world.

J.O.M. Narrative

We have not designed anything objective for information concerning our success with Indian students at Hardin Senior High. However, we feel that we are progressing in a positive direction. Some of the activities undertaken this year brought about an awareness that was not here before. Listed below are some of the activities:

A new curriculum was instituted called an "open access" curriculum that allowed Indian students, as well as white, flexibility in scheduling. The curriculum let the students interest group themselves. The social science and English offerings, in particular, helped the students to help themselves. If students were weak in a particular area, they could take courses to help overcome this weakness.

A course in Crow language and culture was offered to teachers, aides, administrators and school board members. This course was taught by four of the top Crow people. The course was taken by over forty individuals, and was extremely successful in bringing about an awareness of the Crow people. Many of the teachers who took the course are in the process of altering teaching methods in order to help alleviate some of the Indian student problems.

A semester course on Plains Indians, with emphasis on the Crows, was taught at the senior high level. Many materials have been gathered and a teaching kit will be used at both the junior and senior high levels when completed. United States history credit was given for the course, and did allow Indian students flexibility in completing graduation requirements.

The high school Indian club was reactivated. The students participated in various activities throughout the year. Trips, meetings, parades and helping indirectly with curriculum work were some of the activities they were involved in. Some club members also went to the junior high to encourage and help the younger students to participate in cheerleading, pom-pom and other extra curricular activities.

A course was offered in the senior high for the Crow language. This was purely an experimental course, but was so successful we are contemplating adding it to our curriculum next year. English credit was given as both languages were taught. The course proved so interesting that students from study hall asked and were allowed to observe.

An activity bus was provided for those students living in Crow Agency and Fort Smith. Without this service many students would be cut out of extra-curricular activities. In the past, many Indian students hitch-hiked home. This problem has been alleviated by the activity bus.

These are just some of the activities undertaken this school year. The Indian students are starting to feel that this is their school also. The best evaluation I can think of is to just ask any of our Indian students how they feel. We think that most of the responses would be positive.

Edgar

Teacher Aide Program

Two Indian adults were employed as teacher aides. They had direct assistance contact with about fifteen Indian students through working with teachers in reading improvement and science classes. They had less direct contact with virtually all other students in the high school through assisting teachers in various ways. Teachers have had more time to accomplish more individual things with students through the help of the teacher aides. Where aides have helped students directly, it has been mostly through interpretation and use of the language, and this has helped students understand the requirements of their assignments better. Students, teachers and parents have all indicated that the teacher aides have helped them.

Transportation

One district school bus makes a late run from Edgar to Pryor with those students that stay at school to work, get help with their studies or participate in athletics. The bus driver's salary is paid with J.O.M. funds and the maintenance, upkeep and bus are provided by the school district. Virtually all Indian students make use of this late bus at some time during the school year, but every day there are twenty-five to thirty-five students on the bus, depending on the time of year. Parents and students have both said many times that because of the distance between Edgar and Pryor, this bus trip is very necessary in order for Indian students to take full advantage of the total school program.

Wyola

The Johnson O'Malley kindergarten has been funded for two years in Wyola. The first year, 1971-1972, there were sixteen eligible students and sixteen enrolled during some time in the year. There were several transfers throughout the year; the total number of children enrolled at one period of time was thirteen. The rest of the time it was between seven and ten.

The 1972-73 year was rather short on students. The total number eligible in the area was eight and the total enrolled at one time was eight. We finished the year with five; the other three having been transferred to other towns.

The 1973-74 year looks good; the census shows about ten eligible students with the possibility of transfers during the summer.

Both years we have had one teacher and one bilingual aide.

The room facilities last year were not very good; however, the funding allowed for buying the best equipment and supplies. This year our facilities are very good. We have a trailer with a 24' x 24' room, two bathrooms and a sink in the room. We could do with a large storage cabinet.

As teacher, buying the supplies and equipment was left up to me. This I think is a good way to do things because the teacher is the one who uses them and knows what she needs and can use best.

I think that the kindergarten has been a very great help to the children of Wyola. Many of the children do not get the same school related experience at home that others do. Therefore, when they entered the first grade they didn't know how to count, write their name, what shapes were or the names of colors. They had a hard time learning how to sit still and listen. Consequently, much time was lost in teaching these beginning things, instead of teaching the things that are supposed to be taught at that time. Reading was the most important and there was a lot of pressure put on the teacher and student trying to get to the goal set for beginning second grade. Kindergarten takes over these beginning subjects, thus giving the first grade more time to spend on their other subjects. The kindergarten can go even farther in helping the child learn about the world around him, science, his letters, his numbers, personal hygiene and how to play successfully with other children. The child also has time to practice speaking both in Crow and English so he can express himself confidently and clearly. He then will learn other things more rapidly, if he understands in the first place and can ask clear questions when he doesn't understand.

All in all I think the J.O.M. kindergarten has been a wonderful program for Wyola and as a teacher I have very much enjoyed working under this program.

Deborah Rokita

I am a teachers aide at the Wyola Elementary School here in Wyola. I am partly responsible for a small group of seven Indian students throughout the year. This is in the fifth and sixth grade group. We also have a class of third and fourth grade during reading, which includes about eighteen Indian children. The coaching job was also swung my way and included the fifth through the eighth grade level. This composed of twenty Indian children.

The Indian children achieved tremendously during the past year and some are almost up to the grade level they are supposed to be in. I believe being an Indian and working right along with the students helped them with their interest in school work and helped their attendance.

The teachers I work with include the fifth and sixth grade teachers and the principal. Not only have the children gained, but even I am more responsible and take more interest in teaching. They have made it possible for me to get an education on the side and have influenced me further.

The school has a little modern playground equipment, which is not enjoyed by all. Basketballs and softballs have run short and also the track equipment isn't too good.

Dwight Steward

This past year I have had the experience of working at a school. I totally enjoyed my job of working and playing with the kindergarten children in the morning and third and fourth grade in the afternoon.

The number of pupils was very low in the kindergarten this year even though all eligible children were enrolled. My work was turned more to the Indian students who had trouble speaking and understanding the English language.

In the third and fourth grades, I again had to explain some of the new English words in Crow to those who didn't understand. I also tried to help those who were shy.

In this past school year I recognize how important it is to have aid in the classrooms. It is important to have Indian aides in a school where the percentage of Indian students is 80% (Kindergarten--3 Indian, 2 white; third and fourth grade--17 Indian, 4 white).

Mary Beth Caplett

We have several Indian teacher aides in our school; I think this is important to some of our Indian students, especially in the primary grades where some of our Indian students are not familiar with the English language. We explain to the individual if they are confused in any way towards their work.

I am working with 27 children in the first and second grade (23 Indian and 4 non-Indian). I work with the first grade in group instruction in the morning and their physical education period in the afternoon. In the second grade I work with a group in math in the morning and spelling in the afternoon.

I have enjoyed working with these two grades. I feel that they have improved so much since school started. The majority of this school are Indian children. The total of 112 children (89 Indian, 23 non-Indian). The Indian teacher aide would inspire these children to become teachers themselves or any other well paying job. This shows that they, the children of today, can be on the same level as any other people of all races in the future.

The teachers that are in Wyola teaching are only one Indian, seven non-Indians, and there are four teachers aides. On behalf of the teachers aides, they are most appreciated here.

As for myself, my job is a coordinator. I am responsible for the kindergarteners that are not present at school. I have to go check out their problems. If they should be ill, I would take them to the clinic or if they have a toothache, I will take them to the dentist. And also the same for the rest of the students. I also take the kindergarten pupils home after lunch hour.

Lodge Grass

The Johnson-O'Malley Program has been a great asset to addition education opportunity for students in the Lodge Grass schools. The program provided us with: A kindergarten program, two counselors, Home-School Coordinator, improved science curriculum, special travel for dental work on students, student transportation for several students under the three mile pick up limit, improved media center, activity bus, committee travel and pom-pom uniforms.

All in all this has been a very flexible and useful program. I feel that cooperation at all levels has greatly improved. I do feel that at certain times some individuals in our area are on the defensive about some aspects of it. The committee travel money is criticized, clothing, or any personal money (used as basic family responsibility).

This coming year, Mr. T. R. Walters will be Johnson-O'Malley Supervisor.

Counseling

I am busy counseling students who are having trouble with their work, considering dropping out of school or have behavior problems.

I mainly work with the high school, but I also help out with the elementary students when I am needed.

I really enjoy my work, because I feel what I am doing is helping. The students have lost their fear of me as a counselor and regard me more as a friend. They come in now even when they don't have problems, just to visit.

The main thing that I feel needs worked on right now is discipline. The junior high students mainly seem to present a problem. They have not learned the proper respect for their teachers. The high school on the other hand, seems to be better. The students have matured enough to behave better in class. Of course there are the exceptions.

Another thing I feel should be changed is the fact that we have a pop machine in the school. It is messy, pop is constantly being spilled, cans left lying around and on the whole it is very unsanitary. Perhaps a candy machine wouldn't cause as many problems and could be put in as an alternative.

All in all, I feel the school is basically good and that with everyone working together we can do even better.

Gladys Pease

Kindergarten Report

The Lodge Grass kindergarten had an all day program this year, which included breakfast, noon lunch, a nap each afternoon and a snack before leaving for home. The total number of students enrolled this year was 34, 29 of which were Johnson-O'Malley eligible students. Since 45 children were expected, the program began with two self contained kindergartens, each with one teacher and one Crow speaking aide. The kindergartens were housed in a double-wide trailer unit, 24' x 60', one kindergarten on each end with bathroom facilities and a hall between the two. This system worked well with neither side creating problems for the other, since both were involved in similar activities. This situation had one major handicap--there was not enough physical space for the children to move actively and fully socialize through play with over half of the space in each room consumed by tables. At the beginning of the second semester one teacher and Indian aide were shifted to another grade, with the remaining teacher and aide absorbing the other class. This move allowed the physical plan of the kindergarten trailer to be changed to contain a "study" room with tables and books and an activity room with carpentry table, sand table, easel, blocks, toys and play house area, which also became the sleeping area. The number of children for one or two people to handle at nap time became so prohibitive that, beginning in mid-March, the town children were taken home after lunch. The all day kindergarten was good for language development; the children who attended school regularly increased immensely in English proficiency. However, many children did not like school because of the naps, although, without naps the children became very tired, irritable and unable to cooperate with anyone, including their parents. Next year, kindergarten will revert to its previous schedule of two half day sessions.

Janet Stevenson

Pryor

Johnson-O'Malley Aides

During the past year, four aides were employed within Pryor Public School, and worked in the area of language/arts, social studies, math and as a home-school coordinator. A portion of the time was spent on collection of Crow legends which will become part of our "Indian Studies Program."

School Program Improvement Projects

A. Production of Crow Legends - Several more legends were collected under this project and some of the legends collected last year were set to videotape for usage in the "Indian Studies Program."

B. Organize and Catalogue School Library - Within this program the school library was constructed and catalogued.

C. Establish a School Testing Program - The beginnings of the year testing program were given, with ten kindergarten children taking the ITPA. We now have computer printouts on hand telling the reading instructors the weak points of each childs reading ability.

D. Special Education Testing - Special Education testing and the purchase of needed equipment was accomplished under this section.

E. School-Community Education Projects - Under this title a girl scout troup, several field trips and a boys club were established for the first time at Pryor Public School.

Instructional Materials

A. Social Studies - The latest in social studies curriculum, "Man A Course of Study" was purchased in this category, and was implemented with enthusiasm.

B. Math - In the math room many new SRA instructional materials were purchased, and an "individualized math program" was initiated.

C. Reading - Upper Grades - Additional reading materials were purchased under this category. We are working hard to establish a comprehensive individualized instruction program in this area since we feel that it is the "most critical" to the education of Crow Indian children.

D. Library Books - Library books have been purchased under this category for our new library. Prior to this time we had no "centralized library" at all. Now we virtually have had to start from scratch in an attempt to increase the number of books on hand.

E. Training Teachers to Use New Materials - In this section teachers attended workshops on MACOS and on other new materials in both language/arts and math.

Facilities Improved

A. Carpeting for Four Classrooms - Under this category we have installed "indoor-outdoor" carpeting in four classrooms, which has greatly decreased the amount of noise in those rooms. Also, it has done much to change attitudes of both parents and children toward the school itself.

Flathead Reservation

St. Ignatius

Adult Indian Studies Classes

Attendance at the Adult Indian Studies classes ranged from as few as 12 to a high of 70 persons.

In a questionnaire filled out by the class members participants all rated the class as good out of a three choice rating of good-fair-bad.

Reading materials presented primarily legends with exception of copies of the tribal constitution and charter. All indicated that materials were at an adequate reading level.

One of the changes suggested by the participants for future classes was to involve more youngsters. The high school students have since indicated a great interest in serving on panels and general discussions.

The classes were very informative. Subjects ranged from the early history of the tribes to present day affairs, including the BIA takeover in Washington and Wounded Knee. Cultural subjects involved displays and demonstrations of various arts and crafts, examples of foods, classes on the languages of the Salish and Kootenai and demonstrations of the songs and dances, plus discussions on Indian religion and present day Christianity with Indian adaptations.

The classes also involved movies of Indian life, however, some mix-ups occured that prevented the classes from seeing all the movies ordered. This could be worked out for future classes. A potluck picnic was held the last week of class during the time the bitterroot was ripe. This afforded the class an excellent opportunity to pick some for their own use. The class also took a small side trip to the pictographs. This time was a marvelous opportunity for both non-Indian and Indian people to enjoy a universal means of being friends.

All teachers were local Indian people with exception of a local trader who presented a display and slides of Indian costumes. In addition, University of Montana Indian Studies personnel were utilized. All class participants indicated a favorable reaction to the variety of Indian instructors. The following is a comment by a class participant (non-Indian): "I appreciated learning from Indians. If white people taught it there would have been more information (second hand), but it would not have been as important. I learned more from Indian people than I would from teachers with credentials. It was a real good class. I would have liked to seen a few more movies and learned to put up a teepee. I wish that all the teachers who started the class had stayed with it. It was good to learn from more teachers. The class was very personal and informal and I think our schools should learn this from the Indians."

The following are some additional comments by the participants:

"Super class. Delighted to have been a part of it."

"Would like more kids to attend the classes, learn to speak Indian and learn the Indian ways."

"These type classes are an excellent way of communicating with each other."

In general I feel that the classes were well attended by community people from all segments. We had Indian people, Indian teachers, ministers, Indian students, local non-Indians, elementary and high school teachers, all grouped together as a class. I sincerely cannot over emphasize the urgent need for this type program and hope the class can continue with as much success as it has had.

Clarence Woodcock

Art Project

Eligible Students - Johnson-O'Malley - 8
Total Number Students - 13
Number of Teachers - 1 (Mrs. Betty Savage)

Good Points - Has allowed special training and opportunities for talented students showing artistic ability towards seeing, creating and developing a future in the field of arts which they might not have the chance to do otherwise. Encouragement for those with no other outside activities of interest to excel in school work or otherwise, but a desire to create thus keeps them busy, off the streets, or out of trouble. Opens the door to visional growth, appreciation, self-expression and understanding of themselves finding an outlet for emotions that is constructive in self-satisfaction.

Recommendations - (Classes were held from 3:30 to 5:30 p.m., two afternoons a week) This has been discussed should the program carry on: 1. Hold classes during school hours, which would make the program available to more students. Reasons - Transportation problems for students leaving at 3:30 for bussing home. Also, allow students participating in other after school activities, sports, drivers training, etc. 2. To have a beginners and advanced group. Beginners are in competition with advanced and can become discouraged. Variety of ages or previous training makes it difficult to teach as a group or individualize to their needs.

Type of Facilities - Basic Art, sketching in and outdoors, drawing, charcoal, pastel chalk and oil, collage, pen and ink, lettering, poster making, linsolem block printing, water color, clay sculpture and design. All a preliminary to oil painting which seems to be the main goal of achievement, a specialty not otherwise offered.

How the Project Effected the Students - The fact that the students were there on their own free will and not because they had to for credit after six hours of school, art being their main desire, led to selective students in accomplishments. This meant fewer students, but also gave the time to give the students individualized help in their specific talent rather than set projects as a group. The fact remains in question - Is it quality among a few or just quantity in numbers? To produce an artist for the future or give art appreciation to many? Several of these students have been able to sell oils and pastels which encourages them to go on.

School, etc. - Since this was the first year in Mission, it may have stimulated interest and desire among others to try. An art showing was held of all the students' works at the end of the year for P.T.A. Perhaps this helped have a better understanding of the program and awaken parents of their child's talent towards encouragement and development.

Betty Savage

Indian Studies

The high school Indian Studies class, after getting off to a slow start due to the lack of funds, has had a successful year.

The local Johnson-O'Malley Committee took the class under its wing, wrote a program and secured funding for the class.

The Johnson-O'Malley Committee brought in local people to explain the functions of the tribe, tribal projects and tribal personnel. They also brought in people from the BIA to explain its functions. I might say that all the outside people that came in caused many a lively discussion periods.

The class also took field trips to the University to visit the Indian Studies building and center and to see what university life is like. The class also took part in the Kyi days and also were provided with tickets to the Native American dress review, sponsored by the University Indian Club.

The class also took trips to the agency at Dixon and to local points of interest in the community. We also took one day to learn how to put up a teepee.

The highlight of the year was a trip to Browning to visit the Plains Museum and tour the area.

The class had 19 students, 13 of these were eligible JOM students.

Harold McPherson

Kindergarten Program

Throughout the year the Kindergarten Program has handled thirty-nine pupils, fiften of these were eligible Johnson-O'Malley pupils. This program is perated on two half-day sessions. It is housed in a newer section of the elementary school. There the pupils have easy access to a successful learning situation.

The program is designed primarily as a systematic approach to beginning learning and to developing the skills and sensitivities on which learning depends. In our program we have attempted to recognize the fact that early education is a necessary enrichment for youngsters who may have restricted language skills with few models in the home likely to lead toward success with the requirements of school. For these children, early education may be the first step toward any hope for success.

Our Kindergarten Program is based on the theory that early education is with a plan and purpose beyond socialization and custodial care.

Kindergarten Aide

The aide was hired because the teacher broke her leg is a skiing accident. The aide has proven to a valuable asset to the program. Her duties are many and varied; however, it enables the children to receive the necessary individual attention at this age in their learning development. With the aide in the classroom the teacher is able to plan and carry out more and varied activities as well as give the individual help when the need arises.

Briefly, the aides responsibilities include the following:

A. Assists in planning activities, projects and lessons that were presented in the daily program.
B. Acquainted herself with each child and his individual differences. Made herself available to listen to questions and comments of the children.
C. Supervise children during recess period. Also, developed play activities.
D. Assisted on field trips, nature walks, and visiting homes where people showed hobbies to kindergarten children.
E. When any Indian child encountered a problem, aide offered assistance to help.

Her overall worth was considerable because her presence in the classroom enabled the teacher to plan and do more and different things. Possibly the most single improvement with an aide is the fact the teacher can give far more individual help when the need arises. This is a very worthwhile project which should be continued.

Home-School Coordinator

This program has been successfully operating in our school for three years. Through this program, the school is able to provide a better working relationship between Indian people, students and the school.

Through our home-school coordinator we were able to provide the opportunity for Indian parents and children to take a more positive role in education.

The coordinator works with the staff, as well as the students and parents. Our system has approximately 150 Johnson-O'Malley pupils from a total enrollment of 650 students.

Our school thinks this is one of the more productive programs and the local Johnson-O'Malley committee has expressed positive comments in regard to its continuation.

Science Curriculum Improvement Study Program

This program is being implemented in Grades 1-2-3 at the present time. During the 1973-74 year it will be expanded to include Grades 4-5-6. The program is designed to enable the pupils to relate their own natural interests with those of sound scientific literacy. By teaching science through the Science Curriculum Improvement Study method, all six grades will become more directly involved with their natural surroundings, and develop an awareness of scientific knowledge in their immediate areas.

The program will reach between 100 to 125 Johnson-O'Malley pupils in Grades 1-6. To cover these grades, twelve teachers are involved plus community involvement when field trips and nature study walks are carried out throughout the year.

Possibly the most beneficial things of this program are that the pupils are doing, rather than listening to a teacher. The pupils actively participate in the different experiments and they investigate the properties of living as well as non-living things. Each child gets to work at his own level of achievement, thus eliminating the failure syndrome.

Arlee

Kindergarten

A. Teacher
B. 41 Children
C. It is an important beginning and start for children to have a kindergarten background for the first grade.
D. The Kindergarten program is one of the most popular of the school.

Home-School Liaison

A. One person
B. 270 Students
C. Mrs. Harold Felsman works to keep a good working relationship between home and school through better communications.
D. Mrs. Felsman is well-liked in the community and does a splendid job.

Indian Studies Class

A. Teacher
B. 12 Students
C. The class should be part of the Arlee High School curriculum and was well-accepted by the student body.

Indian Literature Class

A. 26 Students
B. The class was a success with the student body.

Indian Home Ec.

A. One person
B. 9 Students
C. This is the second year this class was offered and seems to be popular with the student body.

Indian Beading Class

The beading class was taught by Mrs. Alice Moran, a local Indian woman who had taught the year before. Four boys and six girls enrolled in the class. Nine of the ten students were of Indian descent.

This was the second year the class was taught. As home economics teacher, I worked with Mrs. Moran strictly in an advisory capacity. Because of the experiences from the previous year, the planning of this year's class was much simpler.

A series of projects were set up, each designed to be completed in a specific time period in the classroom. Examples of the projects were: flatwork, loomwork, beading on leather, chokers and earrings. The students worked on the same type of project at the same time.

Each project was given a certain number of points. The students knew at the beginning of each grading period how many points were required for their letter grades. If a project was worth 100 points, Mrs. Moran gave points in proportion to the effort and quality or the work. In addition to the project points, students earned ten points daily for wise use of classroom time.

The class became a favorite of the students taking it. Not only would the students work hard during their class time, but many of them would work on their projects during their free time. There was no limit to the number of projects they could make, however the supplies were restricted only to the amounts necessary for individual projects. The projects became the property of the students after they were graded. Mrs. Moran helped find markets for their projects if they wished to sell them, and several of the students chose this option.

Several of our students were doing poor or failing work in many of their other classes. In the beading class they met with success, praise and self-pride in their work. Mrs. Moran would spend time discussing their problems with them and talking about the old Indian ways in relation to today's living. She was a warm individual and the students respected her.

The course has a definite need in our school system because it provides students with an outlet for creativity and a chance to learn Indian crafts and thus their own heritage.

Mrs. Lorna Umber

Home-School Liaison

My duties as Home-School Liaison were as follows: I worked half days, visited the parents of the children that had attendance problems, helped with the 874 survey sheets, took children home when they were sick, took three kindergarten children out to the Day Care Center for working mothers and when there were no calls to make, I helped the teachers with filing or typing.

In conclusion, I would like to say I enjoyed my job. I think the communication between the home and school is important, and the Superintendent agrees, so it's very easy to work for him.

Dorothy E. Felsman

American Indian Literature

In the fall semester of the 1972-73 school year I taught a course entitled, "American Indian Literature." We were Johnson-O'Malley funded.

A few of the main objectives of the course were: 1. To make the Indian student aware of available Indian literature, its quality and worth; 2. To assure the Indian student that he has a great deal to be proud of in his past; 3. To make the Indian student aware of his old time values. This will help him understand who he is and why he acts the way he does; 4. To show the Indian student that if he becomes more Indian and uses his old time values, he can contribute a great deal to his society.

We studied three novels: When the Legends Die, Black Elk Speaks and Bury My Heart at Wounded Knee; and several short stories by Dorothy Johnson. When the Legends Die scored high with the students.

Besides the literary emphasis, we also tried to get visiting speakers in. Although we had planned for more, we ended up with only five visiting speakers. This would be a recommended area for increased emphasis for another year.

The students with little or no exception responded positively to this course, its structure and content. I think it was a valuable experience for each of them and providing a necessary insight into the Indian culture for all non-Indian participants.

The class consisted of 26 students, 13 of which were Johnson-O'Malley eligible.

Earl Reimer

The Indian Studies

The program consisted basically of two phases:

1. Social problems as they exist between American Indians nationwide; social problems as they exist in Montana and social problems now existent on the Flathead Indian Reservation (poverty, racism, discrimination, etc.)

2. Economic problems plaguing American Indians. Special emphasis was put on the conditions of terminated tribes.

   A great deal of the time was spent in discussion of alternative plans for economic maturity (jobs available, programs, schools, etc.). These were essentially what was covered, but there was much more that was not planned on my part, such as social problems that every one of my students experienced or could relate to a national situation.

I felt very easy in this class situation because there was free discussion on any issue.

I had a total enrollment of 16 students. This I wish could have been better, but because of conflicting class schedules this is all that could be enrolled.

There was one teacher besides myself. On numerous occasions guest speakers were brought in to tell of their particular knowledge of a program on projects which affect Indians.

The facilities made available were of a high caliber. The school gave very considerate considerations to my requests (field trips, etc.).

The overall effect of the program on the student was, from my person perspective, a very good one. I think that from this exposure they will better enable themselves to meet the rigid criterion of being an Indian today. I do hope I gave them some inspiration to pursue their goals, no matter how high the hurdle.

There are only a few recommendations that in all honesty and candor I can make:

1. This class become a full-year course.
2. An Indian should always be in the teaching capacity.
3. The person selected to teach be of a younger age. I recommend this because I feel that they can better communicate with the students because of the elimination of any age gap or understanding that may exist.
4. That more field trips be planned, perhaps in advance, in the summer months (other reservations). These trips would better expose the points you are trying to cover in the class.

Stephen R. Howlett

Charlo

Home Room Coordinator

There are many good points about this program. It gives the students someone to talk to who is not involved with the school or with the parents and can see the students point of view to try and help them solve their problems. There is an average of 10 to 20 students a day who come to the home room office. Many have problems, and some just talk.

Some of the projects involved with the coordinator are as follows:

1. Many Indian homes have been visited at least once or twice throughout the year. Mostly this is to see how they are getting along with the other students and the teachers and to see if they have any problems at home or in the school.

2. Helping the kindergarten teacher while she was giving tests. Also, 6 days were spent in the high school giving TAP tests, which included correcting and scoring the tests. Help is also given to the elementary teachers who have makeup tests to give the students.

3. Helped to set up the vaccination clinic at the school, which had around 80% of the students participate.

4. Gave students eye and ear tests, which involved all kindergarten and odd number grades. Also gave tests to all Indian students in school. Found one student which had to be sent to an ear specialist. Three students were taken to speech therapy in Polson. Two of which were Indian students. Also, set up appointments so the parents could be involved in the program, too.

5. Took students home who were sick and the parents were unable to come in to get them. Also, spent time taking one student who was burnt to the doctor once a week for about 2 months because his parents were unable to take him.

6. Attended a meeting at the BIA office in Ronan once a month to discuss any problems which occurred with students in the school. Mostly about school attendance and discipline.

7. Kept the school's daily attendance throughout the year and half hour each morning is spent over at the high school taking care of absent slips.

8. When it was nice, usually spent one period a day outside supervising high school boys playing basketball.

9. Talked one special ed student into coming back to school. He had problems adjusting to his new teacher.

10. Went along with two field trips to help supervise. It was a great opportunity to really get to know the students.

This program is very successful and if a survey was taken among the students you would find that it is a very needed program and one benefited by all the students.

Advisory Committee

This program got off to a late start but we have made some progress. All parents of Indian children are asked to attend the Committee meetings. We have been represented at two state meetings. We also had a family dinner meeting with about 10 people attending. In another year we feel we can develop this into a very helpful part of our Johnson-O'Malley programs.

Dixon

Kindergarten

The Johnson-O'Malley Kindergarten wasoperated during the morning (8:30 to 11:00 a.m.) every day with one teacher. During the year, eleven children participated in the program, seven of whom were of Indian descent. Of this eleven, approximately seven could be said to have been regular participants (that is to have gained some preparation for the first grade.)

Home-School Counselor

Near the end of the school year, permission to hire an Indian adult to serve as a Home-School Counselor was requested and approved. Because of hiring problems and time spent in training at the National Indian Training Center in Utah, very little actual counseling was done, however, we feel that the preparation this year will enable us to have a fine program as soon as school begins next fall.

Lapidary Class

There were 21 students who attended day classes and 22 who attended night classes. 10 dropped out the last three months of school due to extra curricular activities.

Students were taught the Art of Lapidary: sawing, slabbing, designing, grinding and polishing beautiful stones and precious gems, such as agate, petrified wood, obsidian, and Jade.

Several hundred interesting pieces were made: tie tacks, bolo ties, tie bars, pendants, earrings, necklaces, rings, belt buckles and three Concho Belts of original design. Some of the students went into simple Silversmithing to complete their jewelry findings. Simple faceting and carving was also taught. Several of the students sold their projects for good money.

For a final grade each student had to make one butterfly and one small animal which will be on display.

All the students were greatly enthused. They learned to create something useful and valuable with their own hands; jewelry they could use themselves, sell or give as gifts.

A great deal of enthusiasm was also shown by the parents I had the pleasure of meeting.

Since some of the foregoing students have had 1, 2 and 3 years in Lapidary work, I would strongly recommend that this program be carried on.

This coming school term I recommend that good faceting equipment and supplies, core drilling and diamond drilling equipment be made available.

I further recommend that simple tools and equipment be purchased for a special Silversmithing class to go along with the lapidary work to teach the students to make their own jewelry findings.

John H. Spikes

Elmo

Science Program

The SCIS and ESS science programs were tremendous. The students were very enthused over them. Johnson-O'Malley money was used to implement the program in grades K-3.

The Division of Educational Research and Services, University of Montana, acted as consultants and advisor to the school board. Their role could have been improved by more inservice sessions with the teachers and more direct involvement during actual school time.

All Johnson-O'Malley Funded Programs

I feel the Johnson-O'Malley money last year was well spent in many areas.

Two extra teachers have made it possible to begin an individual teaching program. With an individual program, each child should be working at his/her own pace. Extra teachers have also made it possible for the teachers to have a closer relationship with the children. This closer relationship has helped the teachers to better aid each child.

The new buildings have helped a lot. In the primary building there is space for large projects, interest and activity centers. It is also possible for the younger children to express themselves without feeling foolish in the presence of older children. The "Bunkhouse" not only serves one group of children as a classroom, but also provides Shop and Home Ec for the rest of the school.

The Johnson-O'Malley money has also provided the kindergarten. The kindergarten has made it possible for the first graders next year to enter school with confidence and eagerness. The money also provided needed materials for the kindergarten, such as textbooks, pencils, etc.

On the whole, I feel the Johnson-O'Malley money was spent in a way that would produce some lasting results in the betterment of Indian education.

All Johnson-O'Malley Funded Programs

As a teacher under the Johnson-O'Malley Program, I am very pleased with what has happened this year.

I was hired this year with Johnson-O'Malley funds to be an extra teacher. I teach first and second grade. With an extra teacher in the system, it has made it possible for each teacher to have a lighter class load. Thus making it possible to meet the individual needs of each child. Because of this, the children I have had this year have gone up to grade level.

Another thing the Johnson-O'Malley Program provided was a new building. This provided alot of room that was greatly needed. Before this came about there were fifty children in one classroom. With the extra rooms it spread the children into a larger area. This has decreased the discipline problems greatly.

Katherine Knopp

Hot Springs

Tutor Program

The tutor program, ~~in~~ which I was involved this year, was for students in 7-12 grades. At different times I had a total of fourteen students some of which came for short periods of time for help in a particular subject, in which they were having difficulty. They returned to their regular classroom work. Some of the students were assigned for the entire term because of failure in one of their regular classroom subjects and some because they were experiencing failure in every subject and were also not able to be successful in social relationship with other students and teachers.

There were varying degrees of success experienced in this program. Some of the students returned to the classroom with a few sessions of help as they made rapid progress with individual attention. Some of the students were in the program for the entire year and these students had a variety of problems. Without special help, wome would have been unable to function successfully in the school atmosphere in any subject as they were experiencing failure both academically and socially.

The majority of the students were tested in the subject area before we began, so that their difficulty was diagnosed and a program provided that would meet their special needs. In most cases, this procedure seemed to provide the help that was needed. However, there wer two cases that I could have spent considerable more thime with, but the time spent with each student had to be limited so that all those who needed the program could be scheduled.

This type of program fulfills a definite need in our school, and it is unfortunate that our time is limited to only those who show the most urgent need.

Dorothy L. Preston

I have worked in the tutor program for four years. In that time I have discerned many benefits from such a program.

Pupils with minor problems in some area can receive the necessary attention that will enable them to work with their classmates in a short time.

Those students with major learning difficulties can at least work up to their potential when placed in the program. In the classroom these students can not receive the necessary attention to attain without taking up the time the teacher should spend working with the average achiever. Thus, it frees the classroom teacher to devote more time to her students, while the under achiever is gaining necessary skills from the tutor.

This year I have worked with five Johnson-O'Malley students along with others who needed help. I have had one boy for four years. This boy, who did not even recognize the letters in his name the first year, has progressed to a late second grade level of reading. He is now in the sixth grade. He is also able to work in a third grade spelling book and do third grade arithmetic. This would have been impossible if it were not for this program.

As I have never worked with more than nine students in one day, each of these students receives undivided attention and his special problems can be dealt with.

Eldena M. Buck

I think the tutoring program is a good program. I helps students who have trouble in only one or two areas. They can work with the rest of the class and receive extra help where they need it. With some students, this is all they need to keep up with the rest of the class.

The program makes it possible for students who need special help to get it without taking time from the others in the class. One example of this was the two fourth grade boys I had for reading. They were the only two in the class on that level and the teacher would have had to cut the other reading classes shorter to have their reading. They could not do very much on their own, and being in this program enabled them to get more help than in the regular classroom.

This program also helps give reinforcement to those who need it. I can drill and review material presented in the classroom. This is what many of them need and the classroom teacher doesn't always have time for as much of this as they need.

I feel this program also encourages the students in it. They are in a more individualized situation with work they can handle.

Bernice Therriault

Kindergarten Report

For many of the children in the kindergarten program this year, this has been their first experience in working and playing in a large group. The majority of the children have learned to listen to directions, to finish what they have started and to accept responsibilities in cleaning up, sharing materials and equipment and being friendly and unselfish with others.

The physical activity has included games, songs, rhythms, and play for the development of motor coordination. Music has also been part of the activities so that the children would have the fun of participation in musical experiences as a means of expressing emotions and thoughts.

This year a new language experience program was used to develop a more extensive vocabulary for reading readiness. This program had several assets, as it included material for sequence development, dramatics, visual and auditory discrimination and listening. The children enjoyed the beautiful pictures and activities that were part of this program. The second part of the program was reading readiness material on the alphabet and was valuable in furthering their pre-reading skills.

The kindergarten science program was based on discovery and observations that the children made both from material provided and by what the children brought from home and observed outside of the school. The children developed some good ideas about how and why things change, how animals and plants adapt to new places, the need for clean air and water and birds around the area.

Math vocabulary development was one of the goals of the program. Math games and activities were used to introduce math ideas and for reinforcement. The children also enjoyed working on simple number papers and learning to write their numerals. We also measured a number of different types of things so that they could see that math is measuring as well as counting.

Health and safety were part of the routine in various ways. Stories, pictures and discussion were used as materials in this area.

The children had time each day for indoor and outdoor play. They were able to play outside almost every day this winter due to the mild weather.

Time was allowed for painting, clay work, poetry, and other art projects so that the children had creative experiences.

Each day we had nutrition in the form of milk and cookies and a quiet time for rest.

The children for the most part have shown good development in readiness for first grade and I have felt this has been a successful year for the majority of the students.

Dorothy L. Preston

Polson

Arts and Crafts Program

Employed one teacher for the year (part time). Had approximately 40 to 50 students a day involved in the class and it was an incentive in several cases, keeping the students interested in school. It was a heritage centered course taught by an Indian chosen by our Johnson-O'Malley Committee.

Transportation Program

This program helped to get Indian students rides home after participating in activities after regular shcool buses had departed. This helped get them involved in other things like athletics, band and other after school work and involvement. It employed a driver and his vehicle each day for about 1 ½ hours and he carried from 1 to 8 students daily throughout the year.

Home-School Counselor

Acted as a counselor and attendance person working with the Indian students to help solve educationally realted problems and helped facilitate improved attendance. Took parental ideas to administrators and worked to form a Johnson-O'Malley Committee and participated in Johnson-O'Malley Committee meetings and worked in making future plans for Johnaon-O'Malley programs. Worked in grades 1-12.

Overall the school, students and Indian community has benefitted from the Johnson-O'Malley programs because of the greater understanding that has come about between the school and the community. Indian students find course work and people who care about them and they are able to get ideas to the people who make decisions. We hope to have other programs for Indian students as we feel they make school more meaningful and the student can relate to the classes that deal directly with his culture and accommodate his individual habits and life style.

Ronan

Outfitter and Packer Guide Class

In this project the following people are hired to perform the described functions:

1. Supervisor - Coordinate the class as to meeting place and time, hire personnel to teach the various phases and to act as bus driver to get students to the site where class is to be held. Teach first aid and woodmanship.
2. Packer and Assistant - To teach the various phases of packing, horse shoeing and riding. Teaches 10 lessons and heads the three-day pack trip.
3. Cooking Teacher - Teaches three classes of cooking.
4. Back Packing Teacher - Teaches one class
5. Head Cook - For three-day pack trip.
6. Three Assistant Packers - For three-day pack trip.

There are 20 students involved from the 9th through 12th grades and many of them have been hired for summer jobs as assistant packers. It is very effective in teaching them to pack; however, it is difficult to get some of the Indian students to involve themselves. This project gives vocational training to many of the Indian students. All the students on the pack trip enjoyed themselves and they received much valuable training in the process.

Cultural Orientation Experience

The cultural orientation tour is a learning experience in which we try to introduce disadvantaged students of the seventh, eighth and ninth grades to the cultural and historical points of interest in our state. All Indian students in these three grades are eligible to go on this trip, with preference given to those students who have not been on the trip previously. The tour is limited to approximately thirty students due to the size of the bus and available funds. The staff consists of the tour director, a girl's chaperone and a bus driver.

The experience of staying in motels and eating in restaurants is, for many, a completely new experience. We feel that these experiences will make the students feel more at ease when they are confronted by similar situations in the future. In observing many of the students who have participated in this tour in previous years, I have found that they are more willing to participate in classroom discussions about their experiences and their state. They seem to be more open and aware of the world outside their home town.

Indian Tutor Program

Eligible Students - 114
Total Number of Students - 437
Number of Teachers - 21
Number of Teacher Aides - 5

Good Points - When a student is having trouble with a subject, on a 1 to 1 basis he can learn at his rate of speed and be able to fully understand it. Many of the students are shy and ordinarily wouldn't ask for help. With so many students, a teacher may not have the time to spend on such individual help.

Recommendations - The Indian Tutor Program should be continued at this time. Also, a summer program should be implemented. This is necessary for some students, because a summer without some sort of program would lose what was gained through the school year. Some students are just at the verge of why and where they are having difficulty.

Type of Facilities - Indian Tutoring is sharing a classroom now. The program is not in a separate building. This way, the student doesn't feel that he is different. A room of their own would be beneficial.

How the Project Affected the Student, School, etc. - Teacher feed-back has been good overall. Some teachers that were against the program have changed their opinions.

Home-School Counselor

During the past months, I have been involved with approximately fifty families who have five to seven children who would be Johnson-O'Malley eligibles. Most of the situations I found were not so much a problem with academic progress as with personal, social and health problems.

In October, I assumed the role of school nurse, also. This enables me to have contact with all the children and pick up on any problem that may be in progress. I contacted parents about the children who needed further vision screening. In March, I helped the Public Health Eye Clinic set up appointments with the children who needed further evaluation.

I was able to put the responsibility onto the parents in a few cases of children who were receiving dental care at the PHS clinic in St. Ignatius. Some of them simply cannot get their children to the dentist, but those who could cooperated very well.

Sometimes I was called upon to check into a family's financial situation because some student didn't have material for Home Ec. or clothes for P.E. The teachers or principals would also see to it that I visited with families who seemingly couldn't afford hot lunches for their children. Many times, it is a matter of informing them personally and completing the simple application.

The Public Health had only one Immunization Clinic this year and it was held in February. It was a lot of work, but well worth it as we had 420 children go through the clinic.

As a side line, I am sponsor of the Indian Club. We had about 30 members and most of them worked on our various fundraising projects, so we could go to the KYI-YO Indian Days in Missoula. It was a real boost to the kids as they raised $245 on their own. There have been several of them who are expressing interest in taking part in the all-Indian Speech and Debate Tournament this next year. I am really pleased to see them going in this direction because they need a lot of encouragement to be able to express themselves in a constructive manner.

Whenever I am asked, I assist in recruiting for Johnson-O'Malley programs that are carried on in the summer. I think one of the biggest successes we had was the summer camp. We involved close to 150 kids and could well have gone on longer, so all that were interested could have taken part.

Home Economics

We enrolled approximately fifteen Indian girls in our program.

The first week we traveled to Elmo and set up two large teepees for sleeping on Flathead Lake. An Indian woman had a deer killed and brought to our camp. She gave the girls lessons in smoking meat, tanning hides, making deer jerky and bead work.

The girls cooked their meals over an open fire and enjoyed sleeping in a teepee.

The following weeks we came back to the school and used commodities for lessons in different and delicious ways to prepare this food.

Larry Parker, an Indian linguist, gave the girls a talk on the history of their tribe's cooking methods and the Indian words used to describe the foods. He also spoke on the natural foods the Indian tribes collected in the valley and how they were prepared.

The girls were exposed to their own history, culture, cooking methods, Indian language and modern ways to prepare the commodity foods their families receive.

This project is held during the summer months, so that the summary is for the 1972 summer session. Another session is scheduled for 1973 summer, using the funds for the 1972-73 fiscal year.

Fort Belknap Indian Reservation

Harlem

Special Teachers and Programs

We spent approximately $27,000.00 for special teachers and special supplies in the high school. The addition of an art program was of tremendous importance to the total program. A total of eighty students participated and of those approximately fifty were children of Indian lineage. The addition of an area in which children with a history of poor academic achievement could excell had carryover into the total school program.

Indian studies as part of American History is continuing to become an integral part of the curriculum. The interest by non-Indian students is increasing and has resulted in better understanding and greater rapport within the entire student body.

The special remedial classes in English and Math are helping to reinforce these areas so the participating students are more able to assume their regular curriculum course work.

We do need to establish a more desirable system of determining who should serve on the Johnson-O'Malley advisory board and are working on this at the present time. We also need to involve the committee more in the planning and execution of the special programs.

We believe our special programs to be of great benefit to our entire student body and certainly hope to continue and improve upon them.

Kindergarten

The Harlem schools have completed their third year of participation in the Johnson-O'Malley kindergarten program.

Enrollment consisted of a total of 47 students; 34 Indian children and 13 white children. The average class enrollment throughout the year was 22 students. The program consisted on one morning and one afternoon session with a different teacher for each session. One aide assisted with both classes.

The program was successful for the first two years and showed evident success during the third year. The biggest innovation during the year was the introduction of the SRA Distar program. This program consisted of readiness in the areas of reading, math and language concepts. The program proved so successful in the kindergarten area that we are extending it into our first grade curriculum for the coming school year.

Absenteeism, which has been a major deterent to the success of our program in previous years, has improved this year. This improvement was caused by a better orientation program and conferences with parents who showed a tendency to hold their child out of school excessively.

In final resume, I would like to state that teachers and parents are near unanimous in their feeling that the kindergarten program has been a definite success in preparing five year olds for first grade.

James Thompson

Summer Counseling

This project has helped greatly to further home-school relations. I meet with all parents and students from the Hays-Lodge Pole are who have indicated a desire to attend Harlem High School. We discuss school, transportation and boarding home plans. I also meet with all the incoming freshmen and their parents from the Agency-Harlem area to discuss their high school plans. It gives me the opportunity to listen to what the parents expect of school and also to explain what the school expects of the students.

If problems arise later in the year, the parents are willing to call me, come to the school or request that I come out to see them. I am confident the parents would not have contacted me had I not met them during the summer. This project has helped clear up much misunderstanding between the school and the community.

Henry Hofeldt

Boarding Homes

The boarding homes project used all of their allocated money this past year. There were fifty-two students from Hays and Lodge Pole attending Harlem High School and thirty-eight of them took advantage of the program at some time during the year.

Twelve of the students must live in Harlem all year long as the bus route does not go near their home. The other students were free to move when they wished. Many lived in town only when they were participating in an extra-curricular activity and would ride the bus the remainder of the time. Many wish to stay in town during the cold winter months. We accomodated as many students as we could with the money alloted, however, because of the lack of funds we had to turn some away. On April 2, 1973, we had everyone ride the bus with the exception of those living too far from the bus route and the three students participating in track.

We feel that the project is very worthwhile and would like to increase our budget to help meet the needs caused by an ever increasing enrollment from Hays and Lodge Pole. We found that school attendance was higher when the students were living in town and that their attitude toward school was improved as they became more involved with the school community.

Henry Hofeldt

Kindergarten Aide

I have spent eight months working with the kindergarten class and I would say they have improved in all their work.

About five of the children are already working at first grade level. They can do the work real well.

They do really well on their phonics papers, they know just what to do after the teacher explains to them.

As for behavior, they listen well and know when to behave during class, they do get upset and frustrated, but they soon get over it.

A couple of children didn't know how to spell their name, but they practiced until they learned it and improved on it.

The children all love school very much and I think they would rather stay in school all day and work, rather than just a half of a day.

I think the class has improved a lot in everything and I have enjoyed working with them alot.

Peggy Jackson

Kindergarten Aide

The Hays kindergarten program is an all day program. In the morning I teach reading readiness, rhymes, opposites and language, while the teacher is giving Distar language. I got these lessons from several reading readiness books. I also give math lessons, while the teacher gives Distar math. I got these lessons from several math books. In the afternoon, we have social studies, music, library and dramatics. I help with all of these subjects. The children really enjoy these subjects.

Every week we had a resource man come in to talk to the children. He taught them their local history and Indian sign language. The children really enjoyed this class and opened up tremendously.

During November we studied a unit on Indians, displayed several pictures of Indians and put up a bulletin board that displayed Indian sign language. I hope to get alphabet cards made using Indian workds for sounds, such as A is for Arrow, B is for Bow and so on.

I enjoy working as a kindergarten aide. This year was really enjoyable.

Deborah Flansburg

Home-School Coordinator Program

It is my opinion that this program is very effective and necessary in many areas, the most important being parent involvement and encouraging the children to stay in school.

One of the things that is discouraging to me, is seeing some of the younger students going from school to school and back again, because I believe that the beginning years are the most important and the time when a child should be getting a firm grasp and a certain continuity in his education. There is a certain insecurity about this. One of the greatest feelings I had and enjoyed during this year is to have seen the students from Harlem High School graduate. One of the boys, in particular, gave me a pretty hard time. I knew this boy had good potential and I wouldn't let him quit. I appealed to his parents and I threatened and argued and finally convinced him to continue with his high school education. It is my opinion that this boy will go a lot farther in a few more years.

Parents are very concerned and cooperative in this community. In setting up conferences and visiting homes, the parents were very receptive and willing to come to the school. At the very beginning of the year, the other coordinator and I took the teachers out to visit each home, trying to arrange it so that they would be in the particular homes of the children they were going to teach. The parents all thought that this was a very good method of getting acquainted with the teachers.

I have had a great deal of cooperation, too, with the parents in the boarding homes. They seem to be very conscious of their responsibility toward the children. If there is a problem, they call the Harlem or Hays schools and leave word that they want to see us.

The students have become used to the idea of confronting us and seeking us out when there is a problem to be discussed and settled. It is surprising how much trouble is avoided by not having direct confrontations and by sitting and hashing out the problems with those involved.

I believe that there is much to learn, but I feel good about the good things that have come out of this program. I feel that this program is needed in schools where there is a substantial Indian population. I hope this program continues as long as the Indian child needs him.

Norma Jean King

Kindergarten

One major objective of the kindergarten program has been to stimulate and strengthen verbal interests and skills. Time has been spent each day with library books, reading and talking about them. Readers from the upper grades have been called in so that each child could hear his favorites. Records with accompanying picture books were used often. An Indian home life unit was done by the aide which also encouraged expression and verbalization.

There has also been a steady stream of Indian books and pictures being brought into the room to be discussed. There was Indian music available for listening and dancing. The students were fascinated by filmstrips of Indian legends, but reacted less satisfactorily to a local storyteller, possibly because her stories were too abstract and too long to hold their attention. They would probably profit more from a manipulative crafts approach, like beading.

During the winter a pre-reading program was begun which covered rhyming words, sound discriminations, consonant similarities and differences and some letter/sound work. The Distar materials proved to be too slow and repetitive for most of the students and were discontinued in favor of more individualized instruction. Materials, games for individual work and small group work would be more manipulative rather than group exercises and pencil and paper work.

In math, counting has been emphasized with many comparisons and one-to-one correspondence activities. When counting was mastered, manipulative addition and subtraction were begun, and then visual and then mental computation. Assigned work was prescribed on an individual basis. Art materials and sandboxes were used as supplementary materials in numeral formation. Work on the concepts of geometric shapes and fractions and time and money and sequence was also begun.

Perceptual and fine motor control activities have been assigned as needed, and some materials were always available for voluntary use, such as tracing and coloring materials. Certain commercial games have been useful for small group work.

Regular times were spent for undirected, but supervised, play in the gym (games) and in the classroom (dress up family activities with play equipment). This was part of another major objective--to encourage constructive interaction and cut down on hostile demands and conflicts.

Some basic concepts in social studies and science have also been explored. The most extensive was a class rock collection; also a matter of sharing and cooperation.

It has been very difficult for me to be responsible for both the kindergarten and the first grade, and to have the kindergarten only half days. The demands on my planning and attention (and my effectiveness) just were not the same. I could not do full justice to the kindergarten. My aide has been essential and also very competent. She did group work after I had introduced the concepts. She supervised individual work and did special work with students particularly slow in certain areas. She did the Indian home life work, which I felt I couldn't do. During the year she has developed into a very effective playground supervisor and her part in the program has been entirely satisfactory.

I am obliged to make one major recommendation for this program. A separate teacher to run a separate, stronger, much more effective kindergarten.

Karen Ffosee

Home-School Coordinator

Working as a Home-School Coordinator is a big asset to the school, community, teacher and parent. By this program, there could be teacher-parent-school-community involvement and better communications in areas where each one of us could reach. The utmost factor is the child.

I do think it has to be better understood and more thought about what benefits it can accomplish. Sometimes it is hard to get a teacher-parent visitation.

It is difficult to visit some homes during school hours because both parents work but we also do our visiting in the evenings. Many parents can't get to the school, so the coordinator either takes the teacher into the home or brings the parent into the school. This has helped many times.

Here is a brief summary of the tasks a Home-School Coordinator is responsible for: We try to see that a teacher and parent know each other, the background of the family, child so a teacher can best understand the situations that may confront them during the school year. A visit to the Indian home, gathering all information needed about the child's background, health records, learning disabilities, and other information a parent can give to help their children. The visits are to the homes of elementary school children and also high school students who attend the Harlem High School under the Johnson-O'Malley program. Visits to the home and school consist of reporting the progress of the child and high school student, what areas he or she should have more help or encouragement and discussions with the teachers as to how they can be more accurate in dealing with the child. Problems that arise are always taken in the hands of the coordinator.

A coordinator is helpful in many various areas. A child or high school student is not afraid to come out and discuss any problems with a coordinator whereas otherwise they are a little hesitant toward a teacher and parent.

Overall, I think it is a worthwhile program. It has helped in many areas such as community involvement and teacher understanding. Parent awareness is a goal we have to achieve toward the welfare of our children.

Hazel Doney

Kindergarten

The Hays kindergarten is a full day program which runs the entire school year. The main goal for our kindergarten is to prepare the five year olds socially, physically and mentally for first grade. Through meaningful work and play experiences we try to instill basic concepts essential for first grade.

Arithmetic, reading readiness, phonics and the alphabet are taught in the morning. Distar math, language and reading kits are used along with many teacher and aide made games which supplement the lessons.

Distar language helps the children to learn to express themselves in sentences, use pronouns, prepositions, colors and patterns.

Distar reading introduces the children to letters of the alphabet, sounds, phonics and word attack. The children read phonetically some words they will use in first grade reading.

The Distar math program teaches the children to read and write numbers, add combinations to 20 and count by 2's, 5's and 10's. The children have also learned geometric shapes, measurement and coin values.

In the afternoon, the children have art, dramatics, music, science and social studies. After recess they have a quiet period to sleep or just relax. They have a physical education period twice a week and see movies from the state department once a week. Every Thursday, they participated with the rest of the grades in Activity Day. They chose their own activities which ranged from square dancing to baking cookies. They have also gone on several field trips and a picnic this year.

The children also participate in Indian Club which was started by one of the local teacher aides. Here the children learn to sing, dance and do simple Indian artcraft.

We feel that our goals for this year have been successfully met. Included in our goals for next year will be to further orient our teaching and our visual aids to the culture of the children. Several plans include to make our teaching aides reflect the Indian culture and to begin to build a library of simple legends and stories. Mr. Gone, a local resource person, will be in again to teach Indian games and sign language. The children will be learning how to make Indian foods such as fry bread, berry soup and dried meat.

Home School Coordinators

We have three coordinators. Their responsibility is to visit homes to carry information about the school and to report information from the parents back to the school. They also check on the absentees. This has been an important program in school-community relationship.

Physical Education Program

No employee was paid by this project but the money was used to secure equipment which greatly increased interest in our school and brought about a better attitude among our students plus it improved the coordination and physical stamina of the children.

Kindergarten

This employed one full time teacher, one part time teacher and two aides. In observation of the children, they grew in maturity and showed a great interest in the learning processes that were presented to them.

Indian Arts and Crafts

This project was none that created a great deal of interest and enthusiasm of the students and they were able to see their handiwork which was a great teaching device.

Counselor

Our counselor program was not as strong as I felt it should have been. We did give tests, Iowa and Stanford, which enable us to tell if we have made progress in our teaching.

Curriculum Coordinator

This was our big failure since we did not get any help from the person we hired.

Field Trips

Our students made many worthwhile trips and saw many things that they probably would never have seen without this help from Johnson-O'Malley program. We feel the students increased their knowledge of Montana, geographically, culturally and in art.

Fort Peck Indian Reservation

Poplar

Indian Studies Program

Employed one person full time and one typist on a part time basis. The entire J.O.M. population of the school is involved in this program.

Since the program is not completed it is difficult to determine the actual effect of the program. However, many items and components compiled by Mrs. Red Elk, the full time coordinator, have been used by many classroom instructors. These have been found to be very useful and worthwhile materials.

For comments from the coordinator see the narrative written by Mrs. Red Elk.

Science Program

The ESS-SCIS science materials were introduced into the classroom of grades K-3. The project did not directly employ any individuals. The financial assistance from J.O.M. funds was used to purchase ESS-SCIS kits and materials.

The only significant criticism of the project dealt with the fact that not every classroom had its own kit and the teachers felt there existed some inconvenience in trading the kits; however, this is possibly a complaint that can be eliminated or reduced through administrative action in the future.

As can be seen by reading the teacher narrative enclosed, the teachers were largely very enthusiastic about this program for the approximately 215 J.O.M. eligible students involved.

Home-School Coordinator

Two individuals were employed under this particular portion of the J.O.M. program. One person served as an aide in the predominately J.O.M. eligible student kindergarten. The other served as a coordinator for the entire elementary system, but primarily she worked on attendance problems of students in grades 5-8.

A total of approxiamtely 400 J.O.M. eligible students were in someway affected by this program.

It is an administrative belief that the coordinator working with the kindergarten children provides a much needed assistance to the students and school.

In as much as many of the grades 5-8 students had chronic attendance problems, regardless of the coordinators efforts, it is believed that this aspect of the coordinator duties might be reduced, should the program be continued. The coordinator would concentrate more on parental education regarding the necessity of regular attendance for students. All other aspects of the function performed by this employee are very necessary and worthwhile.

For additional comments of this portion of the program, see the enclosed narrative by the employee.

School Bus

The bus providing transportation for approximately 75 J.O.M. eligible students from the east end of Poplar is definitely a worthwhile portion of the program.

With the inception of this portion of the program, tardiness decreased markedly in grades 5-8. When given students were tardy, investigation generally revealed that the students had not availed themselves to the bus on that given day.

The program employed one individual as a driver of the bus. It is an administrative recommendation that this portion of the J.O.M. program be a high priority item for future years.

Indian Studies Coordinator

As yet, I am in the process of putting together the historical material which I gathered to this date. I have also had a chance to utilize some of this material in the classrooms and on a field trip. The reaction to this type of Indian studies, by all involved, has been, in my opinion, very effective and enjoyable. The number of students that were involved are as follows: In grade 5--the total number of students in the class is 80. Total number of Indian students in the class is 50---Mrs. Berna Hoff, teacher. In grade 4--the total number of students in the room is 17. Total number of Indian students in the room is 8. In remedial class, 4th and 5th grades, all students are Indian---Mrs. Margared Sission, teacher. These ten students started a beadwork project and to date have completed only one project.

The Indian Education conference held in Helena in April was my first and made quite an impression on me. The most impressive item was the speech of the State Superintendent of Public Instruction. I have used it many times as encouragement for my self-confidence. I was very proud of the language specialist from the Crow Tribe. I also liked Mr. Wayne Pratts presentation and wish we could get some of his work and material. I was also interested in J.O.M. programs in South Dakota as presented by Frank Lawrence. I was surprised and happy to see so much representation from all the different tribes. Another thing I liked was the number of white people that were interested and concerned with Indian Education attending this conference. In all, I have much faith in the roll Indian studies will play in the education of our Indian children.

Mrs. Josephine Red Elk

All J.O.M. Funded Program

There were 47 students, 32 of which were Johnson O'Malley students. In the past year there was one teacher and one teacher's aide.

There are a great many good points in the science program. It gives the children a chance to work with real materials--not just abstract ideas, especially the excitement of seeing things happen right before their eyes. The children are all involved and they have the responsibility of caring for animals and equipment. All projects were done in my room or in the outdoors.

My recommendation is that the administration be more helpful to the teachers, so there can be more meetings to help the teachers present the materials. There should be field trips so their learning can be reinforced. It really helps the students--therefore, the school.

Becky Jo Olson

Home-School Coordinator

My job as home-school coordinator is not only an interesting job, but is beneficial to the school, Indian students and their families. The parents and students are more aware of the importance of attendance in receiving a better education. The school becomes familiar with the students family situation and home life; this creates better communications and understanding for all concerned.

My noon hour is usually spent with the students. They may have a problem or just want someone to talk to. I frequently communicate with the Welfare Department, juvenile workers and the Public Health Clinic.

In regard to attendance and dropout rate of our Indian students, this position is important on the reservation. Few Indian students graduate and they need these home visits to instill in them a sense of responsibility to further their education.

Because of financial difficulty, many students do not have adequate clothing; this also adds to our absenteeism. Therefore, I would recommend that monies be budgeted in the J.O.M. proposal for clothing and miscellaneous items for students in need.

Isabelle LeVay

Teacher Aide in Kindergarten

As a teacher aide in the kindergarten class, my duties are as follows: I run off the dittos for the day, correct papers, make bulletin boards, do filing and type the materials that are needed. I supervise children during their rest and play time. I also assist the teacher in subjects that are taught such as: math, alphabet, colors and their names. I have a class of my own which consists of children who are slow in their math. These children were all Indian children.

Sometimes we divided the class into two groups, Miss Olson takes one group and I take the other, in this way the children may have more individual help. I also pick up after the children and maintain the room. We have on record 51 students, of which 36 are Indian children.

Mrs. Sylvia Rising Sun

Science Program

There were 20 eligible J.O.M. students in the 1972-73 term participating in the science program. Facilities used were materials from SCIA and ESS. Children responded enthusiastically. An awareness of their environment was developed.

A child who wouldn't respond in other areas, became quite expressive about guppies and raising plants. I have only praise for this program and the abundance of material provided.

Ruth Lunden

Science Program

In my room there were seventeen eligible J.O.M. students, with twenty-one total students and one teacher.

There are many good points about the science program. I feel that the program was especially effective in my room because I was able to attend the summer workshop and received many helpful teaching points.

The children were very receptive to the program, as it was geared to the individual. The fact that the children could see and participate in the actual "happenings" was especially worthwhile.

Children who were not a success academically were able to relate and succeed in the science program because of the "hands on" theory. All projects were done in my classroom or outdoors.

I recommend that more field trips be allowed so that the children may obtain more reinforcement of the science program.

Patricia Ault

Science Program

My room contains 20 students, 15 of which are eligible Johnson O'Malley students. I am the only teacher and I have no aide.

The best point is that those students who have trouble in other academic areas can feel successful in the science area. Another point is that it makes the learning of the process of inquiry fun and reasonable. All the facilities are either in my own room or in the outdoors. I recommend that the administration allow some field trips so that children may become better acquainted with the wonders and usefulness of nature in this modern world.

Kathleen A. Jensen

Science Program

I had fifteen eligible and seven ineligible students for the Johnson O'Malley Program.

The program was really worthwhile. The students could explore and experiment on their own. It gave them a chance to be creative. The program also gave the children responsibility and an opportunity to be proud. Example: They have to water their plants to make them grow. They also found out those that didn't water their plants didn't germinate. After the plants started to grow, the children were so proud of them. The children who didn't respond in other areas, did enjoy the science program.

Mrs. O'Connor

Science Program

ESSA and SCIS science programs were introduced in grades 1-3 this year. Our second grade representative for the summer workshop did not return to our grade area, so things were quite vague.

In my room of 23 students, there were 17 eligible J.O.M. students and 6 non-eligible.

Facilities were fair to poor because the SCIS kit had to be shared with another room which put time limits on some projects. Not all necessary materials were in the ESSA projects so some could not be completed, due to sharing.

Positive aspects included wonderful student involvement, opportunity to work with their hands and having their very own projects. My recommendation would be that each teacher have his or her own kits in their room at all times so that units could be taught at more opportune times and several could go on simultaneously.

Peggy A. DeVries

Science Program

I have 11 Johnson O'Malley eligible students and 9 uneligible students.

As a teacher involved with the ESS and SCIS Science Programs, I enjoy them because children are involved in the scientific content through experience. The child that has problems in other basic subjects, has success in this program. I also like it because the units are open ended; the teacher may choose to have several units as a complete science program or you may select a unit as an enriching supplement.

I am looking forward to a workshop concerning further training in this program at Northern Montana College this summer.

Linda Dostert

Science Program

I enjoyed the science program this year but felt I did not have enough time to cover everything. The only other problem was in getting our materials: some specimens would arrive dead and we'd have to wait another couple of weeks to get them.

The children enjoyed the science program but lost interest quite fast. I believe the more I learn about teaching it, the better it will be for them. I think the 2nd year with the program will be better.

Mrs. McAnally

Science Program

I am a third grade teacher in the Poplar Elementary School. I had ten eligible students under the Johnson o"Malley program. Total number of students in my class was fourteen. I worked alone in using the science materials with my students.

I used the program materials daily for periods of two or three weeks, with a lapse of time between usage of approximately two weeks. These science materials are great for involving all of the students. The new materials allow for much more inquiry and discovery in science than the textbook learning had done previously. A negative aspect of the program is the unfortunate arrival of dead organisms or mix ups in shipments. Anticipation and enthusiasm of students for a project is cut when this happens.

I am looking forward to being better prepared to use the program next year. I have been accepted for the science workshop being conducted in Havre.

Laura L. Knight

I am a third grade teacher in the Poplar School system. I have 10 eligible Johnson O'Malley students plus 5 non-eligible students for a total of 15 students.

In my classroom we use both the SCIS and ESS materials. I feel that combining the material provides a better science program. One of the major advantages of the two science programs is the student involvement. They learn from and enjoy the participation. Also these programs cover quite a wide area of interests.

Some of the disadvantages are the length of the units. But a teacher can easily remedy this by adjusting the time spent on them. Some of the units need to be supplemented with other materials or the children lose interest. We have also had problems with shipments. They either come too late to be used in the unit or the shipment of specimens is dead or unusuable. This means we either have to delay a unit in order to reorder or just forget about it.

However, I do feel that this is a good science program and the advantages greatly outweigh the disadvantages. I feel that my students have benefitted from it. I also believe that it is a big improvement over a textbook oriented science program.

Susan Warner

Science Program

I am a third grade teacher in the Poplar School system. This was my first year using the new science program. I had 13 Johnson O'Malley students. There were 20 students in my class.

The children were very enthusiastic about this program. They enjoyed learning from observation and from experimenting. It was a pleasant change not having to depend on a textbook. We didn't have enough materials in our program so we shared tangrams and geometric blocks with other teachers. Our kit had ample materials in it.

The major drawback of this program is that the live materials were slow in coming and sometimes died on us within a couple of days. The Rand McNally Company confused us in the year's beginning by sending materials for a revised teacher's edition that we hadn't yet received. They were very cooperative in accepting collect calls and most shipment problems were solved.

It is my opinion that the program benefitted my students and should be, if possible, carried forward. The unforeseen problems experienced in this first year could easily be sidestepped by the administration.

Jane Beauclair

Science Program

I am a third grade teacher in the Poplar Elementary School. I taught the science class myself. I have eleven Johnson-O'Malley eligible students and eight non-eligible students for a total of nineteen.

The program's good points are the involvement of the students and the active participation of the students in the science program.

The bad points are the consistent delay of material and the arrival of dead or damaged specimens. This condition leads to a constant repetition or switching to some other science manual to fill the void.

The facilities are excellent but I would recommend a portable science lab in every room.

All in all, the program has definite merit and I feel the children learn more than they would from a textbook.

Russell Meade

Remedial Program

A major problem that prevails among the Indian students is a lack of self-confidence and a favorable self-image.

We believe that because of this negative attitude the Indian student is unable to learn or progress at the same rate as his non-Indian counterpart.

The Poplar school system has, this past year, initiated a remedial program designed to deal with those students who have difficulty in learning math and English. The effectiveness of this program cannot be determined at this time

The full extent of this problem cannot in anyway be determined by the students inability to learn certain skills. Before a child can use his mental faculties in a constructive way he must first have a favorable self-image.

The total problem cannot be effectively dealt with until the parents are involved in the educational process. By this we mean, involving the parents in the total educational process; this would include instructing and informing parents concerning the different types of programs the school is utilizing as well as the different types of testing done to determine what students need help.

The Johnson-O'Malley Advisory committee is proposing that a summer program be initiated to deal with those two problems--self-image and parent involvement.

The Poplar Public School system will conduct a summer program designed to focus on the students that have learning problems. It is the plan that the Johnson-O'Malley committee work with the Poplar Public School.

The Johnson-O'Malley Advisory committee will focus on giving the student confidence and involve the parents in the process of education.

All Johnson-O'Malley Funded Programs

Coordinated the Johnson-O'Malley components and gathered materials on Indian History and Culture for teachers in the Wolf Point School System.

Cold Weather Transportation

I arranged for repairs on the Johnson-O'Malley bus on several occasions and found substitute buses and/or drivers when needed. The bus was a valuable service, especially for the younger children. I think this was greatly responsible for the excellent attendance in the grade schools and helped junior high and high school attendance greatly, although there were sometimes not enough room for the older studnets. Should be continued.

Home Visitors

The two maintained a liaison with the home and school, solving a great many truancy problems and relieving the principal in hauling children home or to the clinics, doctors and other places allowing him to spend more time in the classrooms. I helped solve the harder or touchier problems they encountered or made referrals to appropriate government agencies.

Home Study Centers

These were unsuccessful and should not be continued in their present form. I do think some other way must be found to help Indian students with their homework.

Enrichment

This is primarily the Wowase Club, a girls social club for grades 4, 5 and 6. Very successful. Their activities include Indian customs, crafts, games, and light snacks. I gave advice and some direction to their activities and to programs and trips.

Expansion of Curriculum

Materials gathered for teachers. We now have an excellent library on Indian culture, history and affairs. More materials are needed in the grades. I would say that most materials for grades will have to be developed locally.

Original Component

This was for travel expenses for Johnson-O'Malley committee members to attend meetings on Indian Education. I helped arrange these trips.

Brockton

Curriculum Revision

The effectiveness of this program will not be seen until the 1973-74 academic year. This past year, three teachers decided what their subject matter should contain. The three areas that would be covered include: academic, career and Indian subject matter. During the year Mr. Nicholson did make a trip to help assist us in the area of mathematics and science.

In order to have these three teachers concentrate their efforts in the academic, career and Indian areas, the school will have a curriculum that shall tie together the best of all three.

The mathematics and social science teachers have progressed very well through the year, but the English teacher felt she did not have the time or skill to accomplish the task. This was not related to me until April. At this time, it was too late in the year to bring in outside experts.

Because of the high turn over rate of teachers in the past, this was one of the major reasons for this program. We now feel that we have a basic curriculum in the areas of mathematics and social science. This coming year the school district will evaluate the total effect of the two curriculums on the educational progress at Brockton.

During the year at least 77 students will be involved in the new curriculum for the 1973-74 school year.

By bringing forth the idea of change within the curriculum, the school has adopted a new philosophy concerning all three aspects of career, academic and Indian education. Without the Johnson-O'Malley funds this change might have taken longer.

Library

Once again, the total effectiveness of this project can be seen by the increase in funds from $1,200.00 for 1972-73 to $2,400.00 for the 1973-74 school year. The Johnson-O'Malley committee and the community know that the heart of any school is its library. Both groups have seen the library and feel at this time that additional funds should be spent to increase the use of the library for the student body.

This year every student (225) was served by the funds that were spent for the library. Increased interest by the students was seen in the number of books which were read. Teachers have used the library more than they have in the past. The Johnson-O'Malley library funds did not supplement a salary, but they did produce needed interest among the student body.

Health and Physical Education

Due to the passage of the drug education bill which stated that drug education must be taught in the school, this funding was of immense value. The school was able to purchase some needed textbooks for the drug program, while at the same time rebuild the physical education department. The effectiveness of this program can be seen by placing it at the priority two level for the 1973-74 school year.

During the school year each of the 225 students was served by this program. With the additional physical education equipment, students were now taking an active interest in the physical education program. The Johnson-O'Malley committee realized that without these funds the drug education and physical education programs could not have been successful.

There were no salaries which were supplemented from this fund, but the money was spent for the purpose that it so stated.

Aides

During the year the school district employed two full time aides. The importance of this project can be seen when the Johnson-O'Malley committee placed this as top priority for the 1973-74 academic year. Another reason for the necessity of this project is that our elementary program is based on individualization, which needs teacher aides to assist the regular teacher. All the teachers feel this project should be an on-moving one, due to the design of the curriculum and the need of the student for individualized instruction.

During the year two aides do in some way come into contact with 150 elementary students.

The program such as this is needed to upgrade our educational system and the progress made by the students.

Special Project - Music - Vocal and Instrumental

The effectiveness of this program can be seen in the increase of funding from $8,625.00 to $9,130.00 for the 1973-74 school year. During the Mother's Day Tea, the band did perform and all the parents went away with excellent comments. For a first year program the progress that was made was far and beyond what was expected.

At the start of the year, the program was concerned with band instruction and individual instruction. The program at this time consisted of some 35 students. It was then decided that it would be a value to introduce music to the classes kindergarten through grade six. For the entire school year the program reached some 170 students.

During the year the school employed one full time music instructor. No one else was involved with being paid salary for the music program.

This program has been on an experimental basis due to being a new program. At this time the community and Johnson-O'Malley committee now see the music program as part of the school program.

Community-School Newspaper

This project was devised to bring a newspaper that would be read by students and parents. Three papers were published and two teachers were in charge of the publishing, with high school students serving as reporters and editors of the paper.

The school published three newspapers and students and parents enjoyed reading the paper to see what was taking place in the school. At this time, the two teachers came forth and stated, "We have done all the work." This was discussed with the students and they were advised that student participation was needed. After two weeks students had still not involved themselves in the working operation of the newspaper.

It was decided that the paper should be discontinued, due to lack of student working support.

This program will not be funded by Johnson-O'Malley funds for 1973-74. Students must be involved in the project!

School Board Training

This money was not used at the time, due to a court trial in which the school board was involved. At that time the school board felt they should stay and prepare themselves for the trial.

Activity and Transportation

Last year this project was funded for $1,000.00 and this year the committee has prescribed $2,050.00 for the 1973-74 academic year. This only proves that last year's project was well received by the total community.

Many of the committee members felt this program was well developed since it gave the student an opportunity to see other environments. It is estimated that some 125 students were involved in this project.

There was no one totally paid a salary for the job, but bus drivers were paid $10.00 per trip.

Special Project - Guidance and Materials

This was the first year in which the Brockton school district had a full time guidance counselor. This money was spent to replenish the already depleated guidance material. The school did not employ a staff member from this fund, but many people again were involved.

By having these funds available such items as a filing cabinet and up-to-date guidance books and pamphlets could be obtained.

It is difficult to say how many students were reached, but the counselor had more time available to talk to students than if she didn't have these funds. It is estimated that the counselor saw some 71 Indian students. If the counselor did not have these funds, there is no doubt that fewer students would have been seen.

This program did have some benefit for the students and the parents because the funding was increased to $1,200.00.

Special Project - Community Recreation and Understanding

This project persay did not employ any one person for salary, but it did bring many of the students, teachers and community into the decision making. These different age groups were part of deciding what films should be shown, what night would be good for parent-teachers and finally, what other methods could be used to attract the parents of the community. Many of the teacher aides were asked what day or night would be best for parent-teacher meetings.

All of the 225 students were involved with the recreation program which lended itself to films. The students were glad to see the films mainly because they brought another type of entertainment to the community and many of the films were educational.

The program was effective because it gave another recreational outlet for the students during the day and at night. It also brought many parents into the school since movies were shown on parent-teacher nights. Many of the parents liked this idea because the children could watch the movie while they talked to the teacher.

Frazer

Kindergarten

I consider this program to have top priority. Like all other school projects, more could have been achieved, but we are grateful for the success we have had.

Home-School Coordinator

This program has had varying degrees of success. I am sure that Indians have more rapport with their own people than I could ever have. The coordinator has done the best she could or perhaps as well as anyone, yet she did not always succeed in getting pupils to attend school more regularly. Probably no one could.

Breakfast

As our program was very slightly funded, the major cost necessarily came from district funds. The breakfast was available, but irregularly participated in. Unless the program is fully funded by Johnson-O'Malley we will not be able to continue it.

Travel

I am sure that the Johnson-O'Malley committee have derived satisfaction and benefit from this fund; at least as much as expected.

Wolf Point

Home-School Visitor

I feel we need to open up lines of communication between the parents and the school and encourage the children to attend school.

At least a police officer in a patrol car doesn't come to your house to see about your child. The parents know whether the child is in school or out playing hooky. It helped to promote a better feeling between the parents and the school.

I feel the kids would rather have a home-school visitor come to visit them than a police officer. They could probably talk to us alot better than to the police. Less absenteeism from school and a better relationship between parents and the school.

Keep the program going.

Morris V. Tattoo

Home-School Visitor

The program allows the school to better understand the Indian people and their feelings toward the school. It also gives an opportunity for the school to express it's goals for the students through the home-visitor and meeting with the teachers and parent by the home-visitor.

We should continue.

Alice Harris

Enrichment Program

This program's main objective is to promote interest in Indian culture and pride in Indian heritage.

This is an activity that all the Indian girls take part in. We have very good attendance and the parents also take part in Wowase. The girls are very proud of Wowase, and it gave them a sense of pride and belonging. I feel they should plan Wowase before it starts.

Alice Harris

Cold Weather Bus

The program is to provide transportation for children, whom if the weather was to cold, would not walk to the school. It encourages the parents to send their children to school knowing that they would get a ride to and from school. It makes the children feel the schools care about them enought to provide them a ride to school when weather conditions are bad. I feel it brought the schools attendance up higher when we had the cold weather bus than the years we did not have it.

I feel parent volunteers could ride the bus and help to keep discipline on the bus or else an aide could help.

Morris V. Tattoo

Summer Indian Studies Program

The preliminary arrangements are being made now. We propose to begin about the 18th of June. I will direct it.

Parental Costs

This helps children take part in activities which they might not have participated in otherwise by purchase of clothing, eye glasses, activity tickets, athletic and band equipment, insurance, art and shop materials. I believe this component to be very necessary. Students are participating in athletics, band, shop much more than when they could not afford to. I would try to see if the purchases were needed and justified. Some questions I had were referred to the Johnson-O'Malley committee.

Charles Courchene

Northern Cheyenne Indian Reservation

Lame Deer

Kindergarten Program

The kindergarten program employs 12 personnel--two teachers, two Johnson-O'Malley program, two bilingual aides, and six follow-through aides. The two teachers and two aides are employed by Johnson-O'Malley. The two bilingual aides help with the children who have a language problem. The follow-through material that is used in kindergarten is carried on through the third grade. It is very important that these children are able to receive the training required before entering first grade in order to have the background not received in their homes. The program has become so successful that children have to be turned away for lack of facilities and space. There are 25 children in each of the two cottages and another cottage could easily be filled.

Science

Science material was purchased through this program for kindergarten through third grade. The program proved highly successful because many of the under privileged children were more able to comprehend science material more readily by having that material to work with. The children took more of an interest in science because the material wasn't entirely from the text. The coming year will continue from the fourth grade through the sixth grade.

Indian Culture

The Indian culture money was not used this year. The program has proven so successful in the years before that the school plans to use the money in this next year's programs. The children gain satisfaction and confidence through working with their hands.

Summer Program

The summer program money was not utilized this year. $1,000.00 was paid to Margie Seminole to attend People, Their Lure and Cultural Awareness at the University of Arizona. The summer program had not proven successful in the past and it is hoped that these funds might be transferred to something more beneficial to the student.

JOM Committee

This was used to send JOM committee members and school representatives to the Indian Education Conference held in Helena. It was also used to pay per diem and expenses for committee members to attend a JOM committee meeting in Billings, Montana.

Colstrip

Johnson-O'Malley money received by the Colstrip School was spent to transport enrolled Indian children from Ashland and Lame Deer to the various school activities in which these students participated, namely: football, basketball, wrestling, track, dramatics and music. The Colstrip school furnished a school bus to transport these children home after practice two times each week, making a special bus run at 5:45 p.m. They were furnished bus transportation to their destination, Lame Deer and or Ashland, on the days and evenings when these activities were scheduled.

Transportation was figured on actual cost and the bus driver received $10.00 per trip. All Indian children benefitted from the policy since every child participated in at least three of the activities mentioned above.

Finances became a chore toward the end of this semester, because of increases in fuel and repairs; however, the faithful committee gave us the "green light" to continue the program the remainder of the school term, which allowed us to spend some of the Johnson-O'Malley Committee money. This enabled the Indian students to be able to participate in school activities and organizations with their peers for the entire school year.

The community is whole-heartedly behind this worthwhile project, as 37 students from the above areas were able to participate and become full-time members of his or her educational program, academically and scholastically. With the Johnson-O'Malley program, the Board of Education believes we have a better participation of all students, less dropouts and transfers, and certainly more interest by the parents of these children that presently are members of the above activities.

Without financial help from the Johnson-O'Malley program, many of these students would not be able to participate and they perhaps would lose interest in school and even become dropouts. Therefore, to all concerned, we wish to continue this program and certainly aid every child, whether Indian or white, to share in the experiences of all the school activities.

Rocky Boy Indian Reservation

Rocky Boy

The funds from Johnson-O'Malley were used to implement an Individualized Instruction program which enabled the district to employ two (2) part-time Curriculum Coordinators and sixteen (16) classroom assistants (teacher aides).

Teacher Aides

Through this staff, the children received a great deal more of individual attention and assistance. It allowed the children to receive concentrated help and remedial assistance where and when needed. The individualized instruction program is tied in with a Career Opportunities Program, whereby the teacher assistants are taking college credit courses and are working toward a degree in elementary education. While the Johnson-O'Malley program pays them a minimal salary, the Career Opportunities Program pays for the aides college tuition, fees, books and supplies. The teacher aide program provides an excellent opportunity for the local Indian people to receive on-the-job training and revive their interest in education. It has stimulated many of them to continue and further their education.

Other Johnson-O'Malley funds have provided us with the opportunity to make necessary building repairs and make necessary maintenance replacements of parts.

We have also provided community services that has allowed the parents to acquire detailed knowledge and insight into the school operation and curriculum through community meetings, workshops, and inservice training sessions.

With some assitance from Johnson-O'Malley funds and other financial sources the Indian classroom teacher assistants have participated in the following:

1. Open Classroom Workshop - Orientation to the various aspects of the open-classroom. Dr. Hunt, Salem, Oregon, and Dr. Schmidt, Grand Forks, North Dakota, were consultants. Two days and one evening.
2. Transactional Analysis - Mr. Roberts Neils, Montana State University, ½ day workshop involving interpersonal working relationships.
3. Child Development - Dr. Milas, University of Montana, Missoula, was consultant for two days. Material was directed toward child guidance in the classroom.
4. Reading Clinic - Mrs. Winifred Taylor was the reading consultant for an entire day. Specific reading problems were discussed and the means for solving Rocky Boy students reading problems were brought out. Additional materials (books, games, methods) were made available for our use.

5. Bilingual Consultant - Dr. Gina Harvey was consultant for a three day workshop which included all the staff and community members. All bilingual areas (self-concept, materials, etc.) were discussed; participant involvement was high.

6. Great Falls field trip to the two open-classroom schools was of great benefit. Trips were taken one day a week on a rotational basis to allow for all staff participation.

7. Big Sky Open Classroom Conference - Statewide. Highly qualified personnel were the consultants. Alot of good ideas and materials were obtained to help us in our school.

8. Early childhood workshop - Billings. Specific training sessions dealing with early childhood education two days. All kindergarten staff were involved, Eastern Montana College.

9. Early Childhood Workshops - Northern Montana College, Havre, Montana. Various workshops dealing with different aspects of early childhood were presented. Mrs. Quade, coordinator. All kindergarten staff.

10. Physiological Growth and Development of School Children. Mr. Swartz was coordinator. Presentation was geared to the young student and his physiological development and how it affects his learning.

11. Kyi-yo Indian Youth Conference. A three day workshop that emphasized the older school student.

12. Interpersonal working relationship - Dr. Hunt presented a two day session on human relations.

13. Center Satellite Group. Guidance Counseling group. All school staff and community members involved. Community involvement stressed.

14. Montana Education Association Convention - Two days annual teachers conference. Some teachers assistants attended.

15. International Reading Convention - Denver. One week. Reading specialists from the world over.

Europe - Open Classroom - Two weeks were spent observing the open classroom in England and the Netherlands.

Montessori School - Havre - Observing the Montessori method of teaching.

Special Education - Havre
Mrs. Quade - Pat Grime

Tribal Government - Two councilmen discussed the tribal government.

Although the Career Opportunities Program paid for the expense of these courses, Johnson-O'Malley funds have provided for the salaries of classroom aides in an Individualized Instruction Program.

Curriculum Coordinator

The curriculum coordinators, in consultation with the principal and superintendent, are in charge of setting up and implementing the school curriculum. They have been involved in setting up short workshops and inservice training session for the entire instructional staff. They are in charge of the ordering, distribution and accounting of all instructional materials.

Recreational

The Johnson-O'Malley funds for the 1972-73 school term have also enabled the district to employ a P.E. - Recreation Director - Instructor for the purpose of designing and implementing an extensive extra-curricular activity program. The activities included: basketball, football, track, boxing, Indian club activities, girls sports program, skiing program, women's volleyball, women's basketball, Thursday evening movie program and an enrichment program (cooking, baking, pottery and ceramics, knitting, chess, archery, dramatics, leather crafts, guitar lessons, etc.).

Indian Education Committee Travel

Johnson-O'Malley funds have also enabled us to provide some travel expense money for our Indian school board members, especially beneficial was the Workshop on the New Indian Education Act P.L. 92-318 and the Annual Indian Education.

Box Elder

The Johnson-O'Malley Act Funded Project for the Box Elder School System contained 235 eligible students from a total student population of 265. The system employs 17 certified teachers and 2 administrators as well as 5 Johnson-O'Malley aides.

The overall program evaluation was very good with the direct benefit the pupils derived being well reflected in personal attitudes, attendance and subject grade scores. A very strong point of our program was the ability of Indian people working as tutors and teacher's aides with Indian children and relating to them from a frame of reference of "problem" understanding.

With appropriate funding for the forthcoming year, we very much plan to continue our program with Indian people working with Indian students directly in the students classroom environment.

This year I did a lot of work to help the students. At the first of the year, I helped Mrs. Clifford in the morning with the 7th and 8th grades, correcting papers and putting grades in the grade book. I also answered questions for some of the students that needed the help. We had about 60 students in the two grades.

Later on, I helped Mrs. Madison and three of her 2nd graders with math and language for an hour and the other two hours I worked with Mrs. Clifford. I also had recess duty which amounted to one-half hour twice a week.

In the afternoon, I worked as a teacher's aide and tutor in the 2nd and 3rd grade room, correcting and recording grades, fixed bulletin boards once a month, which is quite a job. I also put cards in the new library books and worked on the books putting them in order. We have six students that needed special help on most of their subjects. The three of us--Mrs. Lanning, Mrs. Windy Boy and I worked with these students separately. This job takes time and patience. I enjoyed working with these students.

Sarah Parisian

I was assigned to work with two students, but I worked with quite a few other students, too.

I helped mostly with math and reading. I would let the students read, help them with the words they didn't understand and then help them with the questions, if they had any. I helped the other students when they had a problem they didn't understand. I would just show them how to do it.

Helen Henry

In the morning I help Mrs. McKay with her class five days a week; her class consists of approximately ten to eleven students. I help them with their worksheets and Frostig and paintings or whatever Mrs. McKay had them do. I work with her from nine to ten o'clock in the morning.

At ten o'clock I help Mrs. Madison with her students, which consists of approximately nine to ten students, five days a week. I help them with math, spelling, and whatever else Mrs. Madison wants me to do. I help them when she takes them to the gym and also with their arts.

Kay Henry

I assisted Mrs. Michels in the 4th and 5th grade room. I worked in different areas: reading, math, spelling, correcting students work and recording grades. I also tutored four students in math and reading. I worked with these students in the multi-purpose room.

I also worked with one student in Frostig, reading comprehension and math. This student improved considerably, therefore I feel time wasn't wasted working with these students individually.

I also took over the art class for Mrs. Swan and helped Mrs. Michels in art.

Margaret Swan

I helped Mr. Christianson with his class. I helped three students with their math.

I helped Mr. Barkus with his Typing I class and Jim Henry with his science class and graded papers for them.

I helped Mr. Mauch with eight of his math students.

Eugene G. Henry, Sr.

Havre

Summer Guidance Program

Some of the goals were:

1. To get as many of the dropouts, as possible, from the past several years back into school for the coming school term.
2. To continue the personal relationship that was established during the summer of 1972 between the Havre school system and the parents of the Indian students.
3. To direct the Indian school-age dropouts of the area, that do not wish to return to school, trade schools, G.E.D. programs and other available programs.
4. To help recent students and graduates to arrange for advanced education and a general counseling of the opportunities that do exist.
5. To enlarge the family profile sheet, that was started on all Indian students last year, and to make this sheet available to the various school counselors and teachers of the public school system.
6. To provide an enrichment program that will be geared toward giving special attention to a small number of students that have shown exceptional motivation, ability as a student, and in general, show that they would benefit from such a program. This will include field trips, tutoring in weak academic areas and special counseling geared toward developing a strong self-image.

There were two people employed full time. They were Jim Owens, Director, and Ken Blackbird, aide. A few tutors may be hired on a part-time basis as the need arises.

In the summer of 1972, the project dealt with approximately 200 students. It is estimated that the number will be somewhat less this year.

One brief measure of the effectiveness of the program to this point is the fact that we only had two dropouts in Havre High School this year.

Johnson-O'Malley Other Projects

Eastern Montana College

The Montana Indian Youth Practicum gathered Indian students in high school from the seven reservations and other areas of the state.

A group of college students both Indian and non-Indian will be selected to act as the Bureau of Indian Affairs. They will be selected by April 31, 1973. They will meet with the Director of the MIYP, State Supervisor of Indian Education and the BIA officials in Billings, several days before the actual Practicum. They will be instructed as to their assignments, their duties and functions. They will be oriented into the working of the MIYP. From this point on they will become the BIA for the duration of the Practicum.

The other participants will be selected from high schools on or near Indian reservations and other areas of the state. When the participants arrive at MIYP, they will be assigned to sleeping quarters and tribal reservations, in which they will reside throughout the Practicum.

These reservations will consist of tribal councils and other government agencies. Each will have a reservation Superintendent. Three of these reservations will function under the existing constitution and existing laws of tribes in Montana, as a guide. The fourth reservation will function under a business manager type of government. The four tribes will develop an Inter-tribal Policy Board.

The caucus method will be used for nominating candidates to tribal offices. Individuals may also nominate themselves for election to the tribal council.

In MIYP, the participants will have their own tribal council, introduce and argue their own resolutions. They will make and enforce ordinances regulating their own tribal members. They will conduct their own elections; they will have their own police force, courts and administer justice. They will have a chance to learn for themselves, that government is just what they make it. They will also make decisions on education and other facets of the Indian communities.

JOM funds were used to assist with the Wamb-Di Club's 3rd Annual Pow-Wow. An Indian Youth Conference went along with the Pow-Wow. The Pow-Wow Conference was held on the campus of EMC on April 20, 21, 22, 1972. Several well-known speakers and entertainers were in attendance along with Miss Indian America XVII, Miss Nora Begay.

University of Montana

The Fifth Annual Kyi-Yo Indian Youth Conference was held at the University of Montana. The theme of this year's Conference was "Cultural Integrity." This theme was selected from the newly adopted Constitution of the State of Montana, Article X, Section 1, Sub-section 2, which reads:

> "The state recognizes the distinct and unique cultural heritate of the American Indians and is committed in its educational goals to the preservation of their cultural integrity."

What does this all mean? This is a question we as American Indians, and especially as Montana citizens must ask ourselves. To the Kyi-Yo Indian Club, "Cultural Integrity" has several different meanings and the activities that we undertake throughout the year reflects the way we are preserving our cultural integrity. Every activity we sponsor and every political action we engage in is committed toward furthering that cultural integrity.

The All-Indian Montana High School Speech Tournament is funded through Johnson-O'Malley funds through the Office of the Superintendent of Public Instruction. The speech tournament was conceived of two years ago to try and promote an art that we as Indians value very highly-Oratory. After a team from the Kyi-Yo Club returned from a national Indian Debate Tournament at Dartmouth College, it was felt that we should encourage this type of activity here in Montana. It has proven to be one of our most worthwhile endeavors.

Indian Education Conference Report

Some 250 persons participated in the annual Indian Education Conference sponsored by Dolores Colburg, Superintendent of Public Instruction, in Helena March 6 and 7, 1972.

The conference theme, "Relevancy in Indian Education," was chosen so that participants would review relevancy of Indian education in public schools on or adjacent to Montana Indian reservations and learn ways to bring about greater relevancy.

The scope and depth of the conference were limited by time, but the evaluation indicates those who attended generally thought the conference was successful.

This report is a summary of information and ideas that were presented during that conference.

The high attendance of Indian people from throughout the state was gratifying, and we appreciated the response to the conference. We sincerely thank everyone who participated.

JOHNSON-O'MALLEY ANNUAL FINANCIAL REPORT

MONTANA
State

RECEIPTS

Balance carried forward July 1, 1972		$ 22,758.06
Johnson-O'Malley Contract	$1,080,000.00	
Administration Transferred to 1973	$ 8,841.38	
Refunds from Schools	$ .00	
TOTAL		$1,111,599.44

EXPENDITURES

1. Administration		$ 74,135.21
A. Salaries	$	
B. Travel and Communications	$	
C. Supplies	$	
D. Equipment	$	
E. Employee Fringes	$	
F. Other (List Below)	$	
2. Parental Costs		$ 6,065.30
A. Activity and Related Fees	$	
B. Supplies	$	
C. Other (List Below)	$	
3. Special Programs		$ 727,513.99
A. Guidance and Counseling	$ 38,949.19	
B. Attendance and Home Visitor	$ 82,515.63	
C. Remedial and Special Education	$ 4,077.88	
D. Teacher Aides	$ 127,450.86	
E. Summer Programs for Students	$ 79,925.46	
F. Expansion of Curricular Offerings	$ 201,073.40	
G. Transportation	$ 42,987.68	
H. Other Special Programs	$ 150,533.89	
4. Kindergartens		$ 276,615.53
TOTAL EXPENDITURES		$1,084,330.03
Transferred to Special and Kindergarten		$ 27,269.41
Transferred to Administration		$ .00
BALANCE		$1,111,599.44

JOHNSON-O'MALLEY ADMINISTRATIVE BUDGET

Code	Description	Actual Expenditures Fiscal Year 1973
1100	Salaries	$ 39,007.45
1300	Employee Benefits	4,056.61
2102	Consultant Fees	1,527.80
2499	Consultant Travel	2,993.10
2211	Supplies	555.31
2304	Postage	1,067.22
2302	Telephone	9.72
2400	Travel	5,325.55
2700	Repair and Maintenance	19.95
2800	Dues and Subscriptions	25.50
8199	Indirect Cost	19,547.00
	TOTAL	$ 74,135.21

Summary of Allocations

University Projects

University of Montana	$ 4,037.33
Eastern Montana College	30,055.00
	$34,092.33

TABLE II

JOHNSON-O'MALLEY ALLOCATIONS BY RESERVATIONS

Reservation	Total Johnson-O'Malley Funds
Rocky Boy	$ 158,596.33
Northern Cheyenne	66,131.89
Fort Peck	113,143.65
Fort Belknap	114,738.96
Flathead	115,887.15
Crow	202,741.33
Blackfeet	204,863.18
	$ 976,102.49

DISTRICT	NO.	ENROLLMENT TOTAL	ENROLLMENT JOM NO.	ENROLLMENT JOM %	TOTAL ADA	JOM ADA	FY73 TAXABLE VALUATION	LOCAL TAX LEVY	FY 73 ANB	GENERAL FUND BUDGET	P.L. 874 ENTITLEMENT	TITLE I RECEIPTS	JOM RECEIPTS
Babb Elem.	8	82	51	62.2			1,014,642	36.93	98	3,285,213	32,564.00	.00	4,624.20
Browning Elem.	9	1436	1177	82	1404.7	1132.3	4,381,326	20.40	1528	121,738,100	658,874.00	110,007.00	125,780.16
Browning H.S.	9	661	335	76	372.5	270.9	6,150,777	27.68	463	52,290,500	201,913.00	38,103.00	
Cut Bank Elem.	15	966	136	14.1	247	41.7	16,893,073	19.05	990	67,749,000	.00	8,297.00	700.00
East Glacier Elem.	50	60	30	50	50.3	24.2	754,809	8.59	60	5,433,500	6,791.00	1,690.00	2,102.31
Heart Butte Elem.	1	195	189	96.1	170	165	69,259	6.98	260	20,970,000	110,532.00	18,764.00	61,238.32
Valier Elem.	18	216	NR*	NR*	201.4	19.9	3,375,965	18.86	263	17,080,600	7,537.00	4,571.00	10,418.19
Valier H.S.	18	145	22	15.1	137.4	18	4,118,862	22.94	139	15,932,600	18,118.00	8,180.00	
Hardin Elem.	17A	1374	457	33.3	897	307	8,308,367	40.89	1433	96,160,100	156,477.00	38,594.00	41,402.18
Hardin H.S.	1	312	47	15.1	401	68	10,246,542	7.79	513	6,905,874	49,964.00	18,355.00	
Lodge Grass Elem.	27	268	214	79.9	331	259	1,936,371	27.50	453	28,706,799	100,373.00	24,003.00	64,706.40
Lodge Grass H.S.	2	253	190	75.1	134	74	4,233,738	4.64	154	17,953,520	76,981.00	9,726.00	
Pryor Elem.	2	64	64	100	51.4	51.4	769,891	14.41	97	6,761,024	2,697.00	5,491.00	57,863.76
Wyola Elem.	26	131	112	85.5	111.8	88	1,098,138	37.96	132	8,855,708	19,043.00	6,276.00	32,900.00
Edgar Elem.	33	52	4	7.7	65.1	4.7	754,115	41.06	61	4,758,660	.00	.00	5,868.99
Edgar H.S.	4	71	34	47.9	56.6	20.9	1,016,609	9.32	77	931,586	27,626.00	.00	
Arlee Elem.	8	374	148	39.6	320	139	920,019	31.23	310	16,159,000	47,499.00	11,501.00	18,408.50
Arlee H.S.	8	130	43	33	114	37	920,019	34.04	118	12,785,510	28,769.00	5,138.00	
Charlo Elem.	7	214	20	9.3	172	170	1,101,428	47.33	258	14,756,330	5,753.00	3,671.00	4,201.80
Charlo H.S.	7	121	11	9.1	173	169	1,101,428	43.75	168	15,799,965	7,851.00	1,273.00	
St. Ignatius Elem.	28	445	126	28.3	422	112	1,513,731	26.88	542	30,125,000	38,380.00	25,205.00	17,286.73
St. Ignatius H.S.	28	198	34	17.2	182	22	NR*	NR*	NR*	NR*	16,879.00	7,341.00	

DISTRICT	NO.	ENROLLMENT TOTAL	ENROLLMENT JOM NO.	ENROLLMENT JOM %	TOTAL ADA	JOM ADA	FY73 TAXABLE VALUATION	LOCAL TAX LEVY	FY 73 ANB	GENERAL FUND BUDGET	P.L. 874 ENTITLEMENT	TITLE I RECEIPTS	JOM RECEIPTS
Ronan Elem.	30	881	92	10.4	749	132	3,460,350	54.38	921	51,672,900	32,843.00	19,333.00	20,515.00
Ronan H.S.	30	392	27	6.9	347	22	3,460,350	27.42	418	29,715,000	26,195.00	7,588.00	
Polson Elem.	23	741	64	8.6	696	63	8,870,833	23.16	866	44,874,400	16,206.00	18,108.00	13,807.48
Polson H.S.	23	470	21	4.5	425	47	10,288,918	23.02	529	36,149,744	11,069.00	9,544.00	
Elmo Elem.	22	46	39	84.8	43	39	113,896	.00	69	4,963,600	14,196.00	3,426.00	21,096.92
Hot Springs Elem.	14	225	29	12.9	192.8	29.2	1,160,309	28.42	227	11,979,698	14,625.00	2,307.00	8,974.26
Hot Springs H.S.	14	108	8	7.3	96.2	7.8	1,938,314	14.31	120	11,221,800	13,264.00	2,307.00	
Dixon Elem.	9	76	38	50	71.2	27.4	584,912	54.72	79	7,148,214	16,217.00	3,231.00	11,596.46
Dixon H.S.	9	41	9	22	34.2	6.6	584,912	23.44	44	7,568,980	888.00	923.00	
Hays-Lodge Pole Elementary	50	236	231	99.8	213	207	95,999	7.41	361	30,000,400	277,731.00	26,178.00	58,730.56
Harlem Elem.	12	433	256	59.1	397	262.8	1,747,709	43.82	508	26,098,100	86,883.00	13,265.00	56,008.40
Harlem H.S.	12	198	99	50	190	112.5	2,945,321	22.10	271	22,868,570	59,293.00	13,088.00	
Wolf Point Elem.	45	694	255	37	656.4	196.3	4,110,055	51.01	832	51,001,100	58,061.00	39,808.00	26,174.56
Wolf Point H.S.	45A	473	87	18.4	428.2	66.2	6,843,242	30.68	485	41,990,700	26,074.00	11,776.00	
Brockton Elem.	55	163	155	95	NR*	NR*	378,436	33.65	213	15,182,500	82,443.00	18,842.00	40,426.59
Brockton H.S.	55A	52	51	98	NR*	NR*	378,436	10.45	45	8,455,000	14,783.00	5,653.00	
Poplar Elem.	9	705	438	62	586	406	4,915,697	17.19	708	52,354,000	156,658.00	54,407.00	27,100.00
Poplar H.S.	9B	256	110	43	225	103	4,915,697	28.80	252	30,576,500	66,575.00	10,128.00	
Frazer Elem.	2	150	118	78.6	135	107	644,511	2.42	174	12,180,800	33,808.00	15,841.00	19,442.50
Frazer H.S.	2B	55	43	78	48	34	1,643,041	.00	51	8,220,793	18,869.00	4,149.00	
Colstrip H.S.	19	135	33	24.4	113.4	29	8,317,216	8.88	114	16,111,610	18,302.00	11,637.00	2,159.36
Lame Deer Elem.	6	340	322	94.7	293.6	268.7	194,933	.00	454	27,132,400	124,131.00	23,829.00	63,972.53

DISTRICT	NO.	ENROLLMENT TOTAL	JOM NO.	JOM %	TOTAL ADA	JOM ADA	FY73 TAXABLE VALUATION	LOCAL TAX LEVY	FY 73 ANB	GENERAL FUND BUDGET	P.L. 874 ENTITLEMENT	TITLE I RECEIPTS	JOM RECEIPTS
Box Elder Elem.	13	171	139	81.3	NR*	NR*	699,045	16.66	183	12,560,000	49,298.00	4,095.00	28,398.90
Box Elder H.S.	G	117	105	87.7	NR*	NR*	699,045	14.54	115	15,370,000	70,302.00	1,365.00	
Rocky Boy Elem.	87	337	330	97.9	279	277	38,033	1.56	318	27,574,000	212,484.00	25,145.00	124,099.00
Havre Elem.	16	2015	NR*	NR*	1708	138	11,800,530	59.47	2217	150,226,900	10,846.00	32,942.00	6,098.43
Havre H.S.	A	1207	NR*	NR*	1096	40	13,535,838	38.00	1197	102,301,300	10,559.00	16,763.00	

Note: The Johnson-O'Malley Receipts were combined into elementary and high school.

* No report was submitted by the district.

STATE SUMMARY REPORT
JOHNSON-O'MALLEY PARTICIPANTS ONLY
STATE Montana DISTRICT Billings

Age / Grade	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19+	JOM Indian Enroll	JOM Trans-fers 1/	JOM Drop-outs 2/	JOM Comple-tions	TOTAL Enroll.
K	10	267	229	5													511	20	23	468	787
1		3	259	380	99	5	1										747	60	4	683	1312
2				233	434	98	6		1								772	54	0	718	1255
3				6	225	406	91	13									741	49	1	691	1265
4					3	207	341	81	13	1	1						647	48	1	598	1277
5						14	252	301	125	19	2						713	23	3	687	1381
6							26	189	362	114	18	2					711	52	0	659	1321
7								3	186	307	127	30	3				656	46	14	596	1304
8									9	176	278	108	23	6			600	47	18	535	1263
El. Ug.			1	3	14	11	19	14	19	13	9	9	3	1			116	11	4	101	181
TOTAL	10	270	489	627	775	741	736	601	715	630	435	149	29	7			6214	410	68	5736	11346
9										20	98	241	128	29	3	2	521	41	86	394	1208
10											4	104	207	67	18	6	406	28	45	333	1112
11													62	177	57	12	308	14	40	254	1031
12														67	155	46	268	11	31	226	918
Sec. Ug.											2	2	2	5	4		15	6	1	8	14
TOTAL										20	104	347	399	345	237	66	1518	100	163	1255	4283

1/ Students known to have re-enrolled in another school of any type.

2/ In reporting numbers of dropouts show numbers and alphabetical keys by grade for the following categories: (a) withdrawn by parents (b) marriage (c) employment (d) detailed by law agencies (e) illness (f) death (g) expelled (h) other. Example: If five students are dropouts from the 11th grade from which two left school for marriage and three left for employment, show as follows in grade 11 block of dropout column: 2b, 3c.

COMMENTS:

This form is designed for use by individual schools, and for district or county as well as State consolidated reports. In the first column, elementary ungraded students (El. Ug.) may include pre-kindergarten as well as special students in any category. Secondary ungraded (Sec. Ug.) includes all special students of high school age. Note that each column except at the extreme right is for Johnson-O'Malley assisted Indian students only. The extreme right column is total enrollment of all students, regardless of ethnic group, enrolled in Johnaon-O'Malley participating schools.

The summary report is to be included in the annual J.O.M. report due by Oct. 15 each year in the Area and Central Offices of the Bureau of Indian Affairs.

TABLE III

NUMBERS OF INDIAN STUDENTS HAVING ANY DEGREE INDIAN BLOOD ENROLLED IN PUBLIC AND PRIVATE SCHOOLS ON OR ADJACENT TO MONTANA INDIAN RESERVATIONS

1960-1973

YEARS	K	1	2	3	4	5	6	7	8	Sp.	9	10	11	12	Sp.	Grads
1960-1961	-	857	674	651	640	552	541	544	443	-	370	245	199	163		121
1961-1962	-	874	700	689	678	598	575	575	496	-	417	303	218	167	-	143
1962-1963	-	991	794	758	693	703	650	601	536	-	467	348	241	172	-	131
1963-1964	-	1003	850	765	727	633	690	643	572	-	440	357	272	191	-	154
1964-1965	-	1083	816	751	752	653	645	680	582	-	489	399	262	236	-	182
1965-1966	207	1005	752	702	685	670	607	631	597	43	504	383	310	238	-	201
1966-1967	149	1124	910	767	733	706	711	646	615	88	532	414	323	285	-	252
1967-1968	219	1134	898	830	758	715	716	709	623	179	520	441	371	291	-	258
1968-1969	183	1065	898	839	837	733	742	715	671	330	622	495	416	357	-	259
1969-1970																215
1970-1971	534	1023	762	833	853	816	761	713	733	132	603	507	444	414	30	275
1971-1972	632	948	944	789	850	862	763	842	718	127	733	543	444	425	23	347
1972-1973	639	942	851	864	836	852	869	862	841	164	714	599	454	381	17	297

Date for Table IV shows the numbers of Montana Indian students who graduated from public and private high schools on or adjacent to the seven Montana Indian reservations. The information was reported to this office by school officials.

TABLE IV

NUMBERS OF MONTANA INDIAN STUDENTS GRADUATING FROM HIGH SCHOOLS ON OR ADJACENT TO INDIAN RESERVATIONS 1972-1973

Reservations	Schools	Having any degree of Indian blood	One-fourth or more degree Indian blood
Blackfeet	Browning	63	58
	Cut Bank	7	7
	Valier	5	3
	Total	75	68
Crow	Edgar	11	10
	Hardin	14	14
	Lodge Grass	21	21
	Total	46	45
Flathead	Arlee	12	9
	Charlo	2	1
	Dixon	1	1
	Hot Springs	4	0
	Polson	10	8
	Ronan	14	6
	St. Ignatius	8	4
	Total	51	29
Fort Belknap	Dodson	4	0
	Harlem	23	23
	St. Paul's Mission	5	5
	Total	32	28
Fort Peck	Brockton	11	11
	Culbertson	0	0
	Frazer	8	8
	Nashua	0	0
	Poplar	17	17
	Wolf Point	9	9
	Total	45	45
Northern Cheyenne	**Busby	7	7
	Colstrip	7	7
	* St. Labre Mission	29	29
	Total	43	43

TABLE IV (Continued)

Reservations	Schools	Having any degree of Indian blood	One-fourth or more degree Indian blood
Rocky Boy's	Box Elder	14	14
	Havre	5	5
	Total	19	19
Public High Schools		241	275
*Private High School		25	25
**Federally Operated High School		7	7
		273	307

Data for Table V shows the number of Indian student dropouts as reported by public school officials.

TABLE V

NUMBERS OF INDIAN STUDENT DROPOUTS BY PUBLIC SCHOOLS AND RESERVATIONS 1972-1973

Reservations	Schools	One-fourth or more degree Indian blood	Having any degree of Indian blood
Blackfeet	Babb	0	0
	Browning	84	90
	Cut Bank	8	8
	East Glacier	0	0
	Heart Butte	3	3
	Valier	3	4
		Total 98	Total 105
Crow	Edgar	5	5
	Hardin	24	24
	Lodge Grass	8	25
	Pryor	0	0
	Wyola	3	3
		Total 40	Total 57
Flathead	Arlee	6	7
	Charlo	0	0
	Dixon	6	6
	Elmo	0	0
	Hot Springs	3	4
	Polson	10	10
	Ronan	6	7
	St. Ignatius	15	15
		Total 40	Total 49
Fort Belknap	Dodson	0	0
	Harlem	15	15
	Hays-Lodge Pole	4	4
		Total 19	Total 19
Fort Peck	Brockton	9	9
	Culbertson	0	0
	Frazer	18	18
	Nashua	0	0
	Poplar	12	12
	Wolf Point	16	18
		Total 55	Total 57
Northern Cheyenne	Ashland	0	0
	Colstrip	0	0
	Lame Deer	0	0
		Total 0	Total 0

TABLE V (Continued)

Reservations	Schools	One-fourth or more degree Indian blood	Having any degree of Indian blood
Rocky Boy's	Box Elder	44	44
	Havre	2	2
	Rocky Boy	0	0
		Total 46	Total 46
		TOTALS 298	333

Data for Table VI shows the number of Indian student dropouts for non-public schools as reported by school officials.

TABLE VI

NUMBERS OF INDIAN STUDENT DROPOUTS FOR PRIVATE AND FEDERAL SCHOOLS

Reservations	Schools	One-fourth or more degree Indian blood	Having any degree of Indian blood
Blackfeet	None		
Crow	St. Charles	0	1
	St. Xavier	0	2
		Total 0	Total 3
Fort Belknap	St. Paul's	0	3
Northern Cheyenne	St. Labre	0	8
	Busby Federal School	0	46
		Total 0	54
Rocky Boy's	St. Judes	2	2